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ABSTRACT

The rationale and description of the statistical techniques used in the analysis and evaluation of the reading and mathematics instructional components of the Districts' ESEA Title I programs are outlined. Also included are the 19 questionnaires used to gather staff, administrators, and parents.The data collected from these questionnaires was analyzed with student achievement test data to: (1) determine the effectiveness and efficiency of specific Title I components, (2) provide descriptive data concerning the roles and effectiveness of instructional and support personnel, and (3) to analyze the assessments of the program by individuals and groups with direct and indirect involvement in its operation. (DEP)

ED107692

EVALUATION REPORT

ESEA Title I Program for 1972-1973
Public Schools of the District of Columbia

Volume II

Submitted by

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APPENDIX

I. STATISTICAL METHODOLOGY FOR INSTRUCTIONAL COMPONENT ANALYSIS

The following pages present a brief explanation and description of the statistical techniques used in the analysis of the reading and mathematics instructional component evaluation. Where applicable, a rationale is provided.

1. Chi Square

Chi square is a useful technique in the following situations:

1. Goodness of fit - test whether a significant difference exists between an observed number of responses falling in each category and an expected number based on some null hypothesis.
2. Contingency tables.
3. The discrepancy of observed frequencies from frequencies expected on the basis of a prior principle. Such situations are rarely found in the social sciences.

The procedure involved in Chi square is basic, although the precise computation formula differs for one-sample cases and two or k-sample independent samples. For example, an observed data set is compared with another set of data based on a set of theoretical frequencies. Then, a measure of variation (Chi square) between actual and theoretical frequencies is computed, under the null hypothesis that the model "fits the facts." If the measure of variation is "high," the null hypothesis is rejected at some specified alpha risk. If the measure is "low" the null hypothesis is accepted--the model's output is in agreement with the actual frequencies. The usual formula for Chi square is:

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

where O_i = observed number of cases categorized in the i th category

E_i = expected number of cases in the category under the null hypothesis (H_0)

2. Correlation Analysis

The problem of measuring degree of association between two sets of scores is quite different in character from that of testing for the existence of an association in some population. It is, certainly, of interest to be able to state the degree of association between two sets of scores from a given group of subjects. It is perhaps of greater interest to be able to say whether or not some observed association in a sample of scores indicates that the variables under study are most probably associated in the population from which the sample was drawn. The correlation coefficient itself represents the degree of association. Tests of the significance of that coefficient determine, at a stated level of probability, whether the association exists in the population from which a sample was drawn to yield the data from which the coefficient was computed.

In the parametric case, the usual measure of correlation is the Pearson product-moment correlation coefficient r. This statistic requires scores which represent measurement in at least an equal interval scale. If an observed value of r is tested for significance, it is assumed that the level of measurement is met and that scores are from a bivariate normal population. Otherwise, nonparametric measures of correlation should be used, such as the Kendall rank correlation coefficient. Issue will be taken with such a fundamentalist view.[1] A product-moment correlation will be used where a nonparametric technique is indicated. Within very broad limits, the correlation between two variables is affected little by monotonic transformations of the variables. Product-moment correlation mainly is sensitive to the rank order of subjects on two measures. As long as that rank order is not disturbed, changes in the shapes of distributions make only very small changes in the correlation. Therefore, it is not sensible to avoid more powerful methods of analysis simply because the "real" level of measurement was not used.

3. Factor Analysis

Factor analysis represents a set of techniques for finding the number and characteristics of variables underlying a large number of measurements made on individuals or objects. Its purpose is to reduce complexity by reducing redundancy in measurement. For example, if a group of respondents are given a set of tests and it turns out that several of the tests are really measuring the same attitude, then we could eliminate redundancies and thus achieve a less complex characterization of the data.

Many factor analytic techniques are available: principal components analysis is used on the data in this study. This technique systematically extracts factors sequentially with the objective of producing maximum discrimination among individuals by determining what the various tests are measuring in common. Variation which is "unexplained" by the first factor may be, in part, explained by a second factor which is independant of the first, and so on, until it is not worthwhile extracting more factors. As discussed in the body of the report, factor analysis was applied only to interpretation of two sets of Likert scales in the Educational Aide questionnaire.

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[1] Nunnaly, Jum, Psychometric Theory, McGraw-Hill, New York, 1967

II. SAMPLING METHODOLOGY

1. Overall Sample

This study was designed to determine the relative cost-effectiveness of three different reading programs used as part of the Competitive Reading Partnership (CRP), and to compare their effectiveness with that of the materials used by classroom teachers who chose not to utilize any of the CRP materials. The four sampling groups therefore included:

- Classes using the D.C. Heath program;
- Classes using the McGraw-Hill program;
- Classes using the Random House program;
- Classes not participating in the CRP.

The universe of classes participating in the CRP includes Title I elementary school classes for grades kindergarten through three. Approximately one-fourth of all Title I classes were non-participating due to the classroom teacher's decision. Although kindergarten classes were part of the program, they had to be excluded from the sample group since no standardized testing was provided at this level.

2. Sampling for the Basic Study

Theoretically, sampling could be based on the total student population rather than the classrooms, but this presented major difficulties in matching pretest and posttest scores for the same students. (A previous Title I evaluator, Neyman, mentioned this problem in his discussion of objective data in a 1972 report.) Thus, the classroom became the primary sampling element.

The population to be sampled included the following numbers of classrooms by grade:

Grade 1 - 227 classrooms

Grade 2 - 230 classrooms

Grade 3 - 218 classrooms

or a total of 675 classrooms.

The sampling frame consisted of lists, provided to the evaluation team by the D.C. Public Schools Title I Office, which specified the names of teachers in each school and at each grade level, using in their classrooms each of the three Competitive Reading Partnership programs. The evaluation team determined that teachers for whose classes pretest information was available but who had not yet committed themselves to using any of the new programs would provide the sampling group for non-Partnership classrooms.

For classrooms participating in CRP, the program participation lists also specified the month during which the teachers had received their materials and thus were able to begin using the reading programs with their classes. In order to guarantee a fair evaluation for all companies during their first year, consideration was given to the month that various classrooms were given their materials and began using them. Because materials were delivered by different companies at different times, only those Partnership classrooms which were able to begin use of the materials in November or December of 1972 were included in the population from which the CRP sample was drawn. (It is, of course, understood that teachers who received their materials in November or

December used whatever previous materials they had been employing until the new materials arrived.)

The sampling technique was a multi-stage stratified random sampling effort. This procedure has the advantage of being able to address a particular problem with great precision. Each grade has adequate representation in the sample, for example. Moreover, a valid sample cuts the cost of data gathering and analysis without jeopardizing the generalizability of the findings.

Perhaps the major limitation on the sample is that by eliminating all classrooms in which the teacher did not receive materials until after December, we may have left a sample which is not representative of all teachers using the program. However, a comparison of classroom pretest score means, ranges, and standard deviations for all classroom teachers within a program with those teachers receiving materials by December (Table B1) does not indicate much dissimilarity. One other problem may be more significant; it relates to the whole question of the comparison of the groups through statistical analysis. Since the teachers volunteered to use the reading programs or were "volunteered" by principals and/or administrators, there is no way to control for the infinite number of variables that random assignment to one of the three programs would take care of. This problem is a limitation on all findings (rather than merely a sampling problem).

Before the sample could be drawn, the pretest scores of all Title I identified students, those scoring at or below the fiftieth large-city percentile on the October pretest, were summarized for all

TABLE B1. COMPARISON OF ALL CLASSROOMS AND NOVEMBER-DECEMBER CLASSROOMS BY PROGRAM

Program	Number of Classrooms	Students in class	Number of Identified	Percent of Identified	ID Pretest Range	ID Pretest Mean	Standard Deviation
Total D.C. Heath	60	1515	1177	77.7	43.6	26.1	4.0
Nov.-Dec. only	43	1089	855	78.5	42.9	26.4	4.2
Total McGraw-Hill	56	1428	1132	79.2	42.6	26.9	6.3
Nov.-Dec. only	21	527	428	81.2	45.0	27.3	5.4
Total Random Ho[illegible]	17	440	352	80.2	42.7	25.4	5.2
Nov.-Dec. only	15						
Total Non-Partnership	85	2033	1558	77.6	41.6	26.9	5.8
Same	85	2033	1558	77.6	41.6	26.9	5.8
Aggregate Programs	218	5416	4219	77.9	42.4	26.4	3.15

NOTE: It should be noted that at the time of this analysis, March 1973, the only form in which the pretest information was available was either large-city grade equivalents or percentiles. Since percentile scores had a greater range possible, the first to the fiftieth percentile, than grade equivalents, from 1.0 to 2.9, this analysis -- was computed on percentiles, although percentiles are not normally averaged.

classrooms. Classrooms falling within plus or minus two standard deviations of the aggregate November-December mean of identified students for that grade level were considered eligible for sample selection for the third grade. For the second grade, the mean large-city percentile was used, because raw scores were not available. For the first grade, the mean raw scores of identified children were used.

Within this stratification by beginning date, pretest level, and grade level, a random sample of classrooms was drawn in the following manner. Since the Random House classrooms constituted the smallest group, the number of classrooms in this group fitting the criteria specified above became the N for each group. All qualifying classrooms in the other two programs were numbered and an equal N was chosen using a table of random numbers. (See Table B2 for list of sample classrooms.)

3. Sampling for the Supplemental Instruction Substudy

In addition to this primary sample, a slightly different sample was required at the third grade level for the substudy investigating the amount of supplemental instruction identified students received in reading. Since a multiple regression technique had been tentatively planned for the analysis, it was not necessary to limit through stratification the pretest means of the identified students within classrooms; this could be done by using pretest scores as a controlling variable. Consequently, a simple random sample was drawn using the classrooms as the primary unit, because of economy in data collection and matching scores for students. However, the individual student became the secondary sampling unit.

TABLE B2. SAMPLE CLASSROOM TEACHERS

D.C. Heath	Code #
Aiton - Jackson 19/	001
Hill 21/	002
Wade 26/	003
Bundy - Williams 20/	005
Cooke - Moore 16/	006
Harrison - Murray 22/	014
Hendley - Hodges 25/	016
Ellington 19/	017
Aiken 22/	019
Campbell 21/	020
Tubman - Wilbert 15/	036
Van Ness - Garris 11/	037
Weatherless - West 14/	039

McGraw-Hill	Code #
Amidon - Campbell 20/	101
Martin 16/	103
Payne 18/	104
Cleveland - Epps 20/	106
Giddings - Cheeseman 21/	107
Lenox - Ridgely 14/	109
Lovejoy & Wilson -	
Gordon 25/	112
Lister 21/	111
McCogney - Hillocks 15/	115
Morgan - Wardell 31/	116
Shadd - Black 30/	120
Christian - 29/	121
Young - Bailey 17/	122

Random House	
Cleveland - Wilbanks 9/	201
Draper - Engrum 17/	202
Redfield 11/	202
Shaw 21/	203
Broadus 26/	204
Goding - Ford 20/	206
Upson 23/	207
Logan - Mayo 31/	208
Lud-Tay. - Brooks 26/	209
Bryant 21/	210
Meyer - Walcot 28/	211
Shadd - Towles 24/	213
Jackson 28/	214

Non-Partnership Teachers	
H.D. Cooke -	
Wilkerson 21/	303
Ketcham - Pierre 21/	320
Rice 18/	321
Perry-Sim. - Mack 15/	340
Thomas - Lewis 24/	355
Thomson - Bennett 15/	359
Walk-Jones - Wallace 14/	366
Watkins - Griffin 17/	369
Weatherless - McKoy 25/	372
Drew - Davis 28/	380

After the classroom sample was randomly selected, the number of identified students in the classrooms (based on information gained from the pretest sheets for each class) was determined. There were 944 identified students in the four reading programs. The Reading Resource Teacher Questionnaire provided the names of students within the sample classrooms who had received supplemental instruction from the resource teacher. It was found that 220 pretested, identified students receive supplemental instruction. Some sample classrooms were lost because they had changed reading plans or not returned the questionnaire; six were discarded because of changed plans and one for lack of a returned questionnaire. The sample was further reduced to 194 by eliminating students or classes without posttest scores. Since the N's of the eight desired cells were extremely unequal, random discarding of students was used to achieve proportional groups of high and low amounts of supplementary instruction for the four reading approaches (three CRP programs and non-Partnership groups. Table B3 shows these groupings. Sampling out to effect equal cell size was not used because it would have resulted in too great a loss of students. To achieve proportions of three to two students, low to high, the total N was further reduced to 159 students.

The dividing line between the low and high supplemental instruction group was set at 2598 minutes (43.3 hours), the median amount of supplemental instruction provided over the school year. Those students receiving at or below the median amount of supplemental instruction comprised the low group; those above the median comprised the high group.

TABLE B3. STUDENTS ELIGIBLE FOR SAMPLE BY PROGRAM AND LEVEL OF SUPPLEMENTAL INSTRUCTION CELLS

Reading Program	Amount of Supplemental Instruction	Students with Pre-and Posttests	Number Randomly Excluded	Final Cell Size
D.C. Heath	low high	38 24	2 0	36 24
McGraw-Hill	low high	25 30	1 14	24 16
Random House	low high	21 15	0 1	21 14
Non-Partnership	low high	14 25	0 15	14* 10*
Total	low high	98 92	3 30	95 64
	combined	192	33	159

*Slight disproportionality would reduce the cell size to too small an n.

The range of instruction provided for each group was as follows (see Table B4):

Low supplemental instruction group - 346 to 2598 minutes
(5.8 to 43.3 hours)

High supplemental instruction group - 2728 to 7794 minutes
(45.5 to 129.9 hours)

4. Limitations on Data Analysis

The major limitation on data analysis, as was previously suggested, is the comparison of existing groups, for different reading approaches or different amounts of supplementary instruction. Since teachers selected reading programs voluntarily rather than being assigned randomly to use one program, there is no way to prevent this limitation. A subsidiary problem is the question of the representativeness of the November-December group of the entire Title I population in the various reading groups. An unavoidable problem for the major study comes from changes in use of reading programs; the greatest change occurred in the non-Partnership group when teachers volunteered for a new program after they had been chosen as part of the non-participant sample. Any classroom whose teacher changed programs had to be dropped. The teacher would have had less time to become familiar with the new materials than the regular group which had been using those materials for a longer time, and so could not become part of that CRP cell, and could no longer fit the original sample cell because a different program was in use.

5. Sample for Cost-Effectiveness Analysis

For purposes of analyzing the relative cost-effectiveness of the materials provided by the three CRP companies, pretest and posttest scores for third-grade classes only were analyzed.

TABLE B4. DISTRIBUTION OF STUDENTS BY READING PROGRAMS & AMOUNT OF SUPPLEMENTAL INSTRUCTION

0	000	100	200	300	
350	5(0)	1			1
700	13(+2)	1	2(1)	1	9
1050	13(+2)	1 (1)		6	20
1400	(3)	2 (+2)	4(4)	(1)	6
1750	(5)	5(+5)	6	3	14
Temp. Median					
2100	18(+5)	9(+4)	9	3	39 (9)
2450	(3)	1		1 (6)	2(9)
FINAL MEDIAN- - - -	- - - -	- - - -	- - - -	- - - -	-MEDIAN
2800	(1)	1 (+7)	(2)	1(+9)	2(19)
3150	6(+4)	1 (+7)		3 (3)	11(14)
3500	1(1)	1 (+4)			2(5)
3850	(1)	1 (+1)		3	4(3)
4200	4			(1)	4(1)
4550					1(1)
4900		2 (2)		(3)	2(5)
5250		2 (+2)		(3)	2(5)
5600				(6)	-(6)
5950			(2)	2(6)	2(8)
6300			3(2)		3(2)
6650		(2)	(1)		-(3)
7000		8(+1)	10		18(1)
7350					
7700	(+1)				(1)
8050	13(+1)	(1)			13 (2)
	60(+4)(29)	40 (22)(39)	35(18)	24(34)	159 (198)

III.

INSTRUMENTS

A. CLASSROOM TEACHER QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D.C. Public Schools Title I Program. The purpose of the study is to collect information that would be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your Title I program experience by completing this questionnaire.

Please answer all questions unless directed otherwise.

1. Education: (Check highest degree attained)

   __H.S. __A.A. __B.A./B.S. __M.A./M.S. __Doctoral

2. Total number of years, including 1972-73, as an elementary classroom teacher________________.

3. Age: (Circle one):
   20 years or younger -------1
   21 to 25 years old -------2
   26 to 30 years old -------3
   31 to 35 years old -------4
   36 to 40 years old -------5
   41 to 45 years old -------6
   Over 46 years old -------7

4. Sex: (Circle one)
   Female ---1
   Male ---2

5. Total number of years you have taught in a Title I school. ___________

6. What grade(s) level are you presently teaching? _____________

7. How many years have you taught at the grade level you are presently teaching? _______________

8. What is your class enrollment?______________________

9. Of the total number of pupils enrolled in your classroom, how many are identified for Title I:

   (a) ___reading?
   (b) ___math?

10. How many 1972-73 reading identified pupils received regular instructions from the Title I resource teacher in

    (a) ___September?
    (b) ___October?
    (c) ___November?
    (d) ___December?
    (e) ___January?
    (f) ___February?
    (g) ___March?
    (h) ___April?
    (i) ___May?

11. What was the average number of sessions the pupils received in reading instructions from the resource teacher per week? ____________________

12. What was the average number of minutes per session?___________________

13. When did this service begin? Month_______________________

14. How are identified pupils organized for instructional purposes?

a__small groups (10 or less)
b__large groups (more than 10) If so, how many?______________________
c__individualized reading

15. Do pupils miss part of their regular classroom reading instruction when they go to the reading resource teachers?

a__Yes (If so, how many minutes of the total daily reading time do they miss?)____________________
b__No

16. Is the reading resource teacher's instruction of identified pupils coordinated with your classroom reading instruction?

a__No
b__Yes (If so, how?)____
____
____
____

17. Which phrase below best describes the schedule by which pupils are removed from their regular classroom to take reading from the reading resource teacher?

a__The same each week
b__Rotated each week (If so, under what circumstances?)______________
____
____
____

18. What request, if any, did you make to the reading resource teacher in regard to identified pupils?

a__none
b__special reading materials
c__individual diagnosis of identified pupils reading deficiencies
d__prescriptive strategies to correct reading deficiencies
e__consultation on identified pupils
f__work directly with pupils
g__other (Please specify)______________________________________

19. What request(s), if any, did the reading resource teacher make of you in regard to identified pupils?

a__none
b__identification of specific skill deficiencies to be remediated
c__coordination of efforts so that my work in the area of remediating pupil reading weakness would be reinforced
d__other (Please specify)______________________________________

20. In comparison with the beginning of this school year, how prepared would you be in October 1973 to list the specific reading deficiencies of your pupils?

a__Less prepared
b__More prepared
c__About the same

21. How sufficient was the feedback you received from the reading resource teacher concerning the progress of your pupils that he instructed?

a__Quite sufficient (go to question #23)
b__Sufficient (go to question #23)
c__Not quite sufficient
d__Not sufficient

22. In your opinion, why have you not received sufficient feedback?

a__classroom teacher lacked time to confer
b__classroom teacher thought feedback was unnecessary
c__resource teacher lacks time
d__resource teacher thought feedback unnecessary
e__Other (Please specify)

23. How are identified pupils organized for instruction?

a__small groups (10 or less) If so, how many groups do you instruct per week? ______________________________
b__large groups (more than 10) If so, how many groups do you instruct per week? ______________________________
c__individualized

24. How often, if at all, were opportunities (or sessions) provided to you for planning, developing, and/or evaluating the Title I reading program?

a__weekly
b__biweekly
c__monthly
d__bimonthly
e__quarterly
f__once a year
g__Other (Please specify)______________________________

25. Have you had any in-service training this school year?

a__Yes (If so, where?) ______________________________________
b__No

26. If you have had in-service training, please check in column "A" those training activities in which you participated. For each activity checked in column "A", indicate the degree to which you found it helpful by circling the appropriate number under column "B".

	A	B			
	Training in which I participated	No Help	Little Help	Some Help	Great Help
Workshops conducted by the reading resource teacher	☐	1	2	3	4
Workshops conducted by math resource teacher	☐	1	2	3	4
Staff development activities conducted by the Reading Department	☐	1	2	3	4
Observations of experienced teachers	☐	1	2	3	4
Coursework in teaching reading	☐	1	2	3	4
Other (Please specify) ____________________	☐	1	2	3	4

27. How do you feel about released time staff development workshops?

a__very effective
b__effective
c__not very effective
d__not effective (If so, why?) ______________________________________
____
____

28. While you attended workshops on a released time basis, who substituted for you?

a__pupils sent to other rooms
b__substitute teacher
c__Title I Substitute Corps personnel
d__Principal
e__counselor
f__other (please specify)______________________

29. How many in-service training (staff development) sessions did you attend? ____________________

a. Sessions attended during school hours
1.____full days Where?____________________
2.____half days Where?____________________
3.____Other (please specify)____________________

b. Sessions attended during non-school hours
1.____full days Where?____________________
2.____half days Where?____________________
3.____Other (please specify)____________________

30. How many hours of in-service training did you receive in each of the following areas?

a___D.C. Schools Title I Plan of Operations
b___Federal Title I Guidelines
c___Self-analysis of strengths and weaknesses
d___Relationship between race, social class and poverty
e___effects of poverty on socialization and learning
f___strengths of the child in poverty
g___Poverty cycle intervention strategies
h___educational methodology

31. How would you rate your in-service training?

a___very adequate
b___adequate
c___not very adequate
d___not adequate

32. Give the number of pupils who have received reading instructions from the regular D.C. School budget reading specialist this school year.

a___identified pupils
b___non-identified pupils

33. Are you using any of the materials of the Competitive Reading Partnership?

a___No
b___Yes (If so, which?) ___McGraw-Hill ___Random House ___D.C. Heath

34. What month did you receive your full supplies? ____________________

35. What pupils use the materials (McGraw-Hill, D.C. Heath, or Random House, of the Competitive Reading Partnership?

36. Who made the decision to use the material as you indicated in question #32?

a___Office of Federal Programs
b___Division of Instructional Services
c___Reading Task Force
d___Principal
e___Self
f___Other (Please specify) ____________________________

37. How do you handle new Title I pupils who were using materials different from the materials you use?

38. How often do you use these materials (McGraw-Hill, Random House, D.C. Heath)?

a___daily
b___once a week
c___twice a week
d___three times a week
e___four times a week
f___other (please specify) ____________________

39. How do you use them?

a___instead of basal reader
b___in addition to basal reader
c___other (please specify) __________

40. How would you rate the effectiveness of the Competitive Reading Partnership materials in comparison with the basal reader?

a___very effective
b___effective
c___not very effective
d___not effective

41. During this school year, did you request assistance from the resource teacher (reading or math) for professional improvement?

a___Reading Teacher
    1._Yes
    2._No
b___Math Teacher
    1._Yes
    2._No

42. How would you rate the assistance you received from the resource teacher?

a___excellent
b___good
c___fair
d___poor

43. Have you received new materials other than reading and math?

a___No (Go to question #45)
b___Yes

44. How useful were they?

a___very useful
b___useful
c___not very useful
d___not useful
e___

45. Were you provided with sufficient materials to individualize your teaching of reading and math using a diagnostic/prescriptive approach?

a___Yes
b___ No

46. What role, if any, have parents played in your classroom this year?

47. What activities have parents or members of the Parent Volunteer Corps participated in your classroom?

a___Clerical and non-instructional
b___Working with individual students
c___Housekeeping
d___Working with small groups of students
e___Assisting the classroom teacher with the whole group in a class recitation
f___Other (Please Specify)

48. Do you have an educational aide?

a___Yes
b___No (Go to question #50)

49. Which of the following duties were performed by your educational aide?

a____Clerical and non-instructional
b____Working with small groups of students
c____Working with individual students
d____Housekeeping
e____Assisting teacher with whole group in class recitation
f____Other (Please Specify) ____________________________________

50. How much input did you have in the planning of the Title I program for your school?

a____Very much
b____Some
c____A little
d____None

51. Please indicate how useful the following Title I personnel have been in helping you meet your objectives. ("2" = very useful; "1" = moderately useful; "0" = not useful; "NA" = not applicable)

a____Educational aide
b____Pupil personnel worker/aide
c____Special Education
d____Speech Therapist
e____Mathematics teachers
f____Reading teacher
g____Title I staff
h____Clinical Psychologist
i____Health aide
j____Instructional coordinator

52. Did your class participate in any Title I cultural activities this year?

a____Yes
    1____outside the school
    2____inside the school
b____No

53. What cultural enrichment activities did you find to be of most value for your students? Please indicate whether these were inside or outside your school.

54. How frequently did you encounter the following problems as a Title I classroom teacher this year?

a____Meeting the needs of identified pupils
b____Obtaining appropriate materials
c____Receiving adequate guidance from Title I staff
d____Lack of time to develop program adequately
e____Communication problems with teachers
f____Communication problems with other staff members
g____Overlapping or lack of definition of authority
h____Criteria for identified students
i____Late student identification
j____Not enough Special Education
k____Poor training of resource teachers
l____Student behavior problems
m____Delivery of psychological services
n____In-service workshops
o____Other (Please Specify)______________________________

55. In order of preference, list the three things you liked most about the Title I program this school year.

1.
2.
3.

56. Starting with your biggest gripe, list the three things you liked least about the Title I program this school year.

1.
2.
3.

57. Starting with the most significant, what were the three most significant experiences you had in Title I this school year.

1.
2.
3.

58. Beginning with the most significant, what recommendations would you make to improve your effectiveness as a Title I teacher?

1.
2.
3.

59. All things considered, how do you find working as a Title I classroom teacher?

a____Very satisfying
b____Fairly satisfying
c____Not very satisfying
d____Not satisfying

60. Briefly explain your response to question number 59.

61. How would you rate the overall contribution of Title I to the education of your pupils?

a____Excellent
b____Good
c____Fair
d____Poor
e____No contribution

B. COST-EFFECTIVENESS: CLASSROOM TEACHER QUESTIONNAIRE

The purpose of this interview is to seek additional information related to the cost-effectiveness aspect of Federal City College's Evaluation of last year's Competitive Reading Partnership. This interview is strictly anonymous and no individual class will be identified in the report. The purpose of the cost-effectiveness study is to advise the school system which combinations of resources appear to be most effective for various cost levels in teaching students.

Was there a change of classroom teacher? If so, how many months were you there? _____ Were your procedures mainly the same as any predecessor's?__SCHOOL:____

* How large was your class last year?________________________________

* How many pupils were identified?__________________________________

Did the identified children get any additional reading instruction in the classroom from you or someone assisting you beyond the regular 60 minutes instructional and 30 minutes supplementary reading time? _______
____

If so, how much? ____

How often? ____

List by name the identified children that were included. _____________
____
____

If all identified children were not included, what was the basis for including only the above who had additional reading?____________________
____

* What percentage of your reading teaching would you say was devoted to each of the following: (REREAD THE BELOW IF NECESSARY - EVALUATION TEAM).

A) ____ Total group: All members of the class were exposed to the same experiences.

B) ____ Small group: Groups of from 3-10 students are taught.

C) ____ Individualized Instruction: Each child has separate diagnosis, usually with a test instrument, and is taught separately as an individual.

For the extra instruction above, what % was of each type? A__B__C__?

*Easy questions

On the average, how many of your identified pupils were absent each day?

____

* List the title of those who assisted you in teaching reading by working directly with pupils? ______________________________

____

* What was the approximate number of hours of assistance of each per week?

____

If you used Partnership materials last year:

How many hours of training did you have from the company representative or the school system counterpart?

A) Before school began or in the first two (2) weeks of using the program? ____________________________________

B) Weekly thereafter? ____________________________

If you did not use the Partnership materials last year, how many hours of in-service training in reading did you receive weekly? __________

____

What approximate percentage of your reading instruction was devoted to Partnership materials? (FOR PARTNERSHIP TEACHERS ONLY - EVALUATION TEAM)

____

If less than 20% please give reason. ________________________

____

____

Did the identified children also receive instruction from a specialist?

____

If yes, list the identified children who received instruction from:

A) Non-Title 1 Reading Specialist ______________________

B) The Title 1 Reading Resource Teacher ____________________

* Approximately, how many minutes per week did you discuss the instructional program of identified children with any such specialist?

____

* What percent of the identified children present at the beginning of the school year were also present at the end of school year?__________

Please name, if you can, those identified students who were:

Absent at least one day a week on the average:	Absent less than 6 days in a year:
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

C. CLASSROOM TEACHER QUESTIONNAIRE (NON-PUBLIC)

This questionnaire is part of a study to evaluate the D.C. Public School's Title I Program. The purpose of the study is to collect information that would be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your Title I experience with us by completing this questionnaire.

Please answer all questions unless directed otherwise.

CLASSROOM TEACHER QUESTIONNAIRE (NON-PUBLIC)

1

Please check, circle, or answer each of the following questions as appropriate. No one outside the F.C.C. Title I Evaluation Team will have access to any information on this form.

Classroom code____ School code____

1. How many years have you taught before this year?____

2. How many years in a Title I school? ____

3. How many years at this grade level? ____

4. What is your educational level? _____

   a) Less than 4 years of college c) B.A. or B.S.
   b) Master's d) Beyond Master's

5. What sex are you? M____ F____

6. I have ___math identified and ___reading identified in my total class of _____.

READING

7. How many 1972-73 reading identified students received regular instruction from the Title I resource teacher in: Sept.______,

   Oct.____, Nov.____, Dec.____, Jan.____, Feb.____, Mar.____,

   Apr.____.

8. Average number of sessions a week?________

9. Average minutes per session?_______

10. This service began in the month of__________________.

11. Is this instruction with less than ten students? Yes____. No____.

12. If more, how many?____

13. Do the students miss part of the regular classroom instruction in reading when they go to the reading resource teacher? Yes___. No___.

14. If so, how many minutes____of your total minutes_____daily classroom instruction (reading) do they miss?

15. If so, are there any modifications to avoid a student missing classroom instruction in the area in which he needs supplementary instruction? Yes____. No____.

16. If yes, explain:____

17. Have you requested help in specific skills for these students? Yes____. No____.

18. Has the resource teacher asked what specific skills these students needed before beginning this supplemental instruction? Yes____. No____.

19. If you were asked next October to make recommendations to a reading resource teacher, how prepared would you be to list specific skills that individual children in your class needed in comparison with the beginning of this year? More____. Less____. Same____.

20. Has there been sufficient feedback to you, the regular reading teacher for your class, from the reading resource teacher on the progress of your students that she works with? Yes____. No____.

21. If not, is the reason:
    a) lack of time for classroom teacher to confer
    b) resource teacher lacked time
    c) both of the above
    d) resource teacher said conference unnecessary
    e) I felt a conference was not needed
    f) other (specify):

22. How many small groups do you have for reading instruction?____ Do not use small groups____. Individualized reading________.

23. When you consider the total number of identified students the resource teacher had to work with in your building___did she provide as much help as possible? Yes____. No____. Not sure_____.

24. How many days of staff development in reading were offered to you by the D.C. Schools?____

25. How many days of staff development did you attend when school was not in session?____

26. How many half days of released-time workshops during school?____

27. Were substitutes provided by the Title I Substitute Corps? Always_____. Usually____. Sometimes_____. Never________.

28. How useful were the workshops? Excellent_____. Good____. Fair____. Poor_____. Not offered_____.

MATHEMATICS

29. How many 1972-73 math identified students received regualr instruction from the Title I resource teacher in: Sept.____, Oct.____, Nov.____, Dec.____, Jan.____, Feb.____, Mar.____, Apr.____.

30. Average number of sessions a week? _____

31. Average minutes per session? _____

32. This service began in the month of __________________________.

33. Is this instruction with less than ten students? Yes_____. No_____.

34. If more, how many? _____

35. Do the students miss part of the regular classroom instruction in math when they go to the math resource teacher? Yes____. No_____. Not sure______.

36. If so, are there any modifications to avoid a student missing classroom instruction in the area in which he needs supplementary instruction? Yes____. No_____.

37. If yes, explain: ____
____
____

38. Have you requested help in specific skills for these students? Yes_____. No_____.

39. Has the resource teacher asked what specific skills these students needed before beginning this supplemental instruction? Yes____. No_____.

40. If you were asked next October to make recommendations to a math resource teacher, how prepared would you be to list specific skills that individual students in your class needed in comparison with the beginning of this year? More____. Less____. Same_____.

41. Has there been sufficient feedback from the math resource Teacher on the progress of your students that she works with. Yes____. No____.

42. If not, is the reason:
  a) lack of time for classroom teacher to confer
  b) resource teacher lacked time
  c) both of the above
  d) resource teacher said conference unnecessary
  e) I felt a conference was not needed
  f) other (specify):

43. When you consider the total number of identified students the resource teacher has to work with in your building____, did she provide as much help as possible? Yes____. No_____. Not sure_____.

44. How many days of in-service staff development in mathematics were offered by the D.C. Schools? _____.

45. How many days did you attend when school was not in session?____

46. How many half days of released-time workshops during school?____

47. Were substitutes provided by the Title I Substitute Corps?
Always____. Usually____. Sometimes____. Never____.

48. How many half days of in-service workshops did you attend that were provided for your own school?________.

49. Note the approximate number of hours of training you had in each area below:
____D.C. Schools Title I Plan of Operation
____Federal Title I Guidelines
____Self-analysis of strengths and weaknesses
____Relationship between race, social class and poverty
____Effect of poverty on socialization/learning
____Strengths of child of poverty
____Strategies for intervention in poverty cycle
____Educational Methodology

50. Give the following information for any new Title I materials, aside from reading and math, your class has received?

Kind	Number Of	Subject Area	Month Received

51. Were sufficient instructional materials provided for you to individualize the teaching of reading and math utilizing the diagnostic/prescriptive approach? Yes____. No____. Partially____. Not sure____.

52. How useful were any new Title I materials, aside from reading and math materials? Extremely____. Average____. Poor_____. None received_____.

53. Which students used these materials? Identified only_____.
Identified primarily______. Non-identified____. All students____.

54. What is the average number of your students attending any after-school program?______. How many hours a day?_____. How many days a week?______.

55. To what extent does the after-school program focus on instructional help? Greatly____. To some degree______. Not at all____.

56. On what basis do students attend the after-school program?
Voluntarily______. By request of teacher/parent_______. Other(Specify):
______________________.

57. For any after-school work with an instructional emphasis, how do the aides/teachers on duty then coordinate with you?

58. Have any parents assisted you in the classroom? Yes____. No____.

59. If so, how many minutes___daily for how many days____weekly did a parent assist with reading instruction.

60. How many minutes_____daily, for how many days______weekly for math instruction?

61. How would you rate their contribution in school? Excellent______. Good_____. Fair______. Negative______.

62. Check those activities in which parents participated in your classroom. (See chart for specifics).

_____Clerical
_____Instructional
_____Non-Teaching Activities
_____Housekeeping
_____Monitorial
_____Technical

63. How much input did you have into the planning of the Title I Program for your school? Sufficient____. Insufficient____. None______.

64. Check the major problems you experienced with Title I in 1972-73:
_____Behavior problems of students
_____Criteria for Identified
_____Delivery of supplies
_____Inadequately trained resource teachers
_____Lack of planning input
_____Late identification of student
_____Psychological services
_____Resource staff hired late
_____Special Education needed
_____Speech services
_____Teacher taken from classroom
_____Other (specify):

65. What were the greatest contributions of the 1972-73 Title I Program to the education of poor children? Rank these from (1) the greatest help to (9) the least help. Please rank them all.
_____Cultural enrichment
_____Extra equipment, supplies
_____In-service workshops
_____Learning about diagnostic-prescriptive teaching
_____New materials for instruction
_____Pupil Personnel Services
_____Resource Teachers
_____Special Education
_____Speech Services
If you feel there are others, please list them.

D. RESOURCE TEACHER QUESTIONNAIRE (PUBLIC-ELEMENTARY)

This questionnaire is part of a study to evaluate the D.C. Public School's Title I Program. The purpose of the study is to collect information that would be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your Title I experience with us by completing this questionnaire.

Please answer all questions unless directed otherwise.

1. Education: (Check the highest degree attained)

(a)____HS (b)____BA or BS (c)____MA or MS (d)____Doctoral

2. Age: (Circle one) 20 years or younger----------1
21 to 25 years old-----------2
26 to 30 years old-----------3
31 to 35 years old-----------4
36 to 40 years old-----------5
41 to 45 years old-----------6
Over 46 years old------------7

3. (Circle one) Female---1
Male-----2

4. What grade level(s) are you presently teaching?

5. Total number of years, including 1972-73, as:

a.___Classroom Teacher
b.____Title I Resource Teacher

6. In your opinion, what are the basic functions of a resource teacher? (Check any you consider basic)

a__resource to classroom teachers
b__provide in-service education to classroom teachers
c__provide in-service education to parents
d__provide students with supplemental instruction
e__other (please specify)________________________________.

7. Check the specific services you provided to classroom teachers.

a__demonstration of teaching techniques
b__suggestions on classroom management
c__identification of student weaknesses and strengths
d__location of instructional materials
e__strategies to remediate student deficiencies
f__strategies to capitalize on student strengths
g__other (please specify)________________________________.

8. What percent of your time is spent on each function you checked in question #5?
a.
b.
c.
.
.
.

9. Who decided that your time should be spent as you have indicated?

a__Reading Task Force
b__D.C. Public Schools Mathematics Department
c__D.C. Public Schools Reading Department
d-__Faculty

e___Self
f___Other (please specify)

10. If you checked "a" in question #5, what changes if any, did you notice in the individual teachers you aided?

11. If you checked "b" in question #5, how many days of in-service education did you provided classroom teachers?

a___Half days
b___Full days
c___Other (please specify)____________________

12. How would you rate the overall effectiveness of the in-service education you provided?

a___very effective
b___effective
c___not very effective
d___not effective

13. How many of the identified math and reading students did you work with in 1972-73?

a___math
b___reading

14. In your opinion, how many of the identified math and reading students experienced significant improvement?

a___math
b___reading

15. In your reading and math center, which publisher's materials do you use?

a___McGraw-Hill
b___Random House
c___D.C. Heath
d___A combination of a, b, and/or c
e___None (go to question #17)
f___Other (please specify)_______________.

16. Who decided which materials would be used?
a___Reading Task Force
b___D.C. Schools' Mathematic Department
c___D.C. Schools' Reading Department
d___Title I STaff
e___Principal
f___Classroom Teacher
g___Self
h___Other (please specify)

17. If you checked response "g" in question #15, on what basis did you make your decision?

18. What type of student do you provide services?

a___identified students
b___non-identified students
c___both "a" and "b"
d___other (please specify)____________________

19. Who decided that you should work with the students indicated in question #17?

20. Which person, if any, helps you in your center? (Check all that apply)

a___parents
b___educational aides
c___others (please specify)
d___none

21. If you checked response(s) "a", "b", and/or "c" in question #19, on what basis were you assisted?

a___daily (If so, how many hours___)
b___weekly (If so, how many weeks___)
c___other (please specify)___________

22. What is the average number of students you work with per week?_________

23. Have you had any in-service training this school year?

______Yes (If so, where?________________)
______No

24. If you have had in-service training, please check in Column "A" those activities in which you participated. For each activity check in Column "A" indicate degree to which you found it helpful by circling the appropriate number under "B".

	A	B			
—	Training in which I participated	No Help	Little Help	Some Help	Great Help
On the job training	☐	1	2	3	4
Participation in workshops, conferences and seminars	☐	1	2	3	4
Discussions on methods of dealing with specific problems	☐	1	2	3	4

25. How many in-service education opportunities did you have this year?

a____One
b____Two
c____Three
d____Four
e____Five
f____More than five

26. How many in-service training (staff development) sessions did you attend?

a. Sessions attended during school hours
1____full days Where?________________
2____half days Where?________________
3____other (please specify) ________________

27. How many hours of in-service training did you receive in the following areas?

a____D.C. Schools Title I plan of operation
b____Federal Title I Guidelines
c____Self-analysis of strengths and weaknesses
d____Relationships between race, social class and poverty
e____Effects of poverty on socialization and learning
f____Strengths of the child of poverty
g____Poverty cycle intervention strategies
h____Educational methodology
i____Other (please specify)________________________

28. How would you rate your in-service training?

a____Very adequate
b____Adequate
c____Not very adequate
d____Not adequate

29. How frequently did you encounter the following problems as a resource teacher?

	Frequently	Some-times	Seldom	Never
a. Meeting the needs of the identified student				
b. Obtaining appropriate materials				
c. Receiving adequate guidance from Title I staff				
d. Lack of time to develop program adequately				
e. Communication problems with teachers				
f. Communication problems with staff members				
g. Criteria for identifying students				
h. Late student identification				
i. Not enough special education				
j. Poor in-service training				
k. Student behavior problems				
l. Inadequate delivery of psychological services				
m. Other (please specify)				

30. In order of preference, list the three things you like most about the Title I program this school year.

1.
2.
3.

31. Starting with your biggest gripe, list the things you liked least about Title I Program this year.

1.

2.

3.

32. Starting with the most significant, what three recommendations would you make to improve your effectiveness as a Title I resource teacher?

1.

2.

3.

33. All things considered, how do you find working as a Title I resource teacher?

34. a____Very satisfying
b____Fairly satisfying
c____Not very satisfying
d____Not satisfying

35. Briefly explain your response to question #32.

36. How would you rate the overall contribution of Title I to the identified students?

a____Excellent
b____Good
c____Fair
d____Poor
e____No contribution

37. For the following sample teachers only, list any identified students you have taught on a regular basis this year. For each such student, note the following information:

(To be filled in by Evaluation Team)

Teacher:

	No. of Min. per session	No. of Sessions weekly	No. of Months taught by you
Students: 1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Teacher:

1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Teacher:

1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

E. NON-PUBLIC RESOURCE TEACHER QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D.C. Public School Title I Program. The purpose of the study is to collect information that will be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your Title I experience with us by completing this questionnaire.

Please answer all questions unless directed otherwise.

1. Education: (Check highest degree attained)

__h.s. __A.A. __B.A. __M.A. or M.S. __Doctoral

2. Total number of years, including 1972-73, as a teacher ___________

3. Age: (Circle one)
20 years or younger ———————— 1
21 to 25 years old ———————— 2
26 to 30 years old ———————— 3
31 to 35 years old ———————— 4
36 to 40 years old ———————— 5
41 to 45 years old ———————— 6
Over 46 years old ———————— 7

4. Sex (Circle one)
Female —— 1
Male —— 2

5. What students do you assist in your reading/math center?

a__identified students
b__non-identified students
c__whole classes
d__all students

6. Who made this decision that you should work with the students as indicated in question #5?

a__D.C. non-public Title I coordinator
b__Principal
c__Faculty
d__Classroom teacher
e__Self
f__Other (Please specify) ____________________

7. On the average, how many students do you work with per week?______

8. What is the size of your instructional groups?

a__The largest group _________
b__The smallest group _________

9. On the average, how many instructional sessions per week does each child receive from you?_______________

10. Under what circumstances would you change the composition of your instructional groups?

a__ student progress
b__ student need
c__ Title I students transferring into the school
d__ Title I students transferring out of the school
e__ Other (Please specify) ________
____

11. How are students selected for participation in your reading-math Title I Component?

a__Classroom teacher
b__Counselor
c__Principal
d__Parent
e__Test scores

12. How are your students grouped for instruction?

a__by grade level
b__by reading and math scores
c__by interest areas
d__by skill needs
e__other (Please specify) __________________________

13. How do you provide classroom teachers with information on student progress?

a__Conferences
b__Written report
c__No regular procedure
d__Other (Please specify) __________________________

14. How often do you provide classroom teachers with information on the student progress?

a__Daily
b__Weekly
c__Monthly
d__Quarterly
e__Bi-annually
f__Annually
g__Other (Please specify) ____________________________

15. How do you coordinate your program with that of the classroom teacher?

16. Approximately what percent of their regular classroom instruction do students miss when they come to you for instruction?

a__One-fourth
b__One third
c__One-half
d__All
e__None
f__Other (Please specify) ______________________

17. How do you coordinate your program with that of the regular classroom teacher?

18. Which term below best describes the amount of regular classroom instruction students usually miss in the academic area in which you give them help?

a__One-fourth
b__One-third
c__One-fourth
d__Total Instructional period
e__None
f__Other (Please specify) __________________

19. Are there procedures to minimize students missing regular classroom work in the academic area(s) in which you give them help?

20. Do you have a teacher aide?

a__No (Go to question #23)
b__Yes
  __1. In some schools
  __2. In all schools

21. Does the teacher aide help students when you are not in the building?

a__No
b__Yes

22. Approximately how much time does a teacher aide devote to the following activities per school day?

1. clerical and non-instructional ____________
2. housekeeping tasks _______________
3. working with individual students _________
4. working with small groups of students ___________
5. assisting the classroom teacher with the whole group in class recitation ____________
6. Other (Please specify) ________________

23. How many parent volunteers assisted you with the learning center activities? _____________________

24. What is the average number of volunteer hours each parent gives to the center? ________________

25. Which task(s) do parents perform? (Check all that apply)

1.__clerical and non-instructional
2___housekeeping tasks
3___working with individual students
4___working with small groups of students
5___assisting the classroom teacher with the whole group in class recitation
6___Other (Please specify)
7___None

26. What activities, if any, have parents participated in at the learning center this year?

a__clerical and non-instructional
b__housekeeping
c__working with individual students
d__working with small groups of students
e__assisting classroom teacher with whole group in class recitation
f__Other (Please specify)______________

27. How many Title I math/reading identified students have you worked with this school year? _______ (1972-3)

28. How many would you say have made significant improvement?_______

29. What could be done to enable more students to experience significant improvement?

a__additional resource teachers
b__aides in Total Learning Center (TLC) with resource teachers
c__earlier identification of students
d__focus on individual and/or small group work in the TLC
e__focus on in-ervice training
f__focus on parent workshop
g__better diagnosis of student strengths and weaknesses
h__more equipment
i__Other (Please specify) ______________________________

29a. Which materials were provided for the learning center?

1__basal texts
2__programmed materials
3__diagnostic tests
4__skill development packets
5__controlled readers
6__learning games
7__Other (Please list) _________________________________
____
____

What month did you recieve your basic supplies? __________

Do non-identified students have access to thematerials, equipment, and services of the learning center?

__Yes
__No (If so, explain ___________________________________)

30. Have you had any in-service training this school year?

__Yes (If so, where? ______________________)
__No

31. If you have had in-service training, please check in Column "A" those training activities in which you participated. For each activity check in Column "A" indicate the degree to which you found it helpful by circling the appropriate number under "B".

	Training in which I participated	No Help	Little Help	Some Help	Great Help
On the job training		1	2	3	4
Participation in workshops, conferences and seminars		1	2	3	4
Discussions on methods of dealing with specific problems		1	2	3	4

32. How many in-service educational opportunities did you have this year?

a__one
b__two
c__three
d__four
e__five
f__more than five

33. How many in-service training (staff development) sessions did you attend?

a. Sessions attended during school hours
  1__full days Where? ____________________
  2__half days Where? ____________________
  3__Other (please specify)____________________

b. Sessions attended during non-school hours
  1__full days Where? ____________________
  2__half days Where? ____________________
  3__Other (please specify) ____________________

34. How many hours of in-service training did you receive in the following areas?

a__D.C. Schools Title I plan of operation
b__Federal Title I guidelines
c__Self-analysis of strengths and weaknesses
d__Relationships between race, social class and poverty
e__Effects of poverty on socialization and learning
f__Strengths of the child of poverty
g__Poverty cycle intervention strategies
h__Educational methodology
i__Other (please specify) ______________________________

35. How would you rate your in-service training?

a__very adequate
b__adequate
c__not very adequate
d__not adequate

36. How frequently did you encounter the following problems as a resource teacher?

	Frequently	Sometimes	Seldom	Never
a. meeting the needs of the identified student				
b. obtaining appropriate materials				
c. Receiving adequate guidance from Title I staff				
d. lack of time to develop program adequately				
e. communication problems with teachers				
f. communication problems with staff members				
g. criteria for identifying students				

	Frequently	Sometimes	Seldom	Never
h. late student identification				
i. not enough special education				
j. poor in-service training				
k. student behavior problems				
l. inadequate delivery of psychological services				
m. Other (please specify)				

37. In order of preference, list the three things you liked most about the Title I program this school year.

    1.

    2.

    3.

38. Starting with your biggest gripe, list the things you liked least about the Title I program this school year.

    1.

    2.

    3.

39. Starting with the most significant, what three recommendations would you make to improve your effectiveness as a Title I teacher?

40. All things considered, how do you find working as a Title I classroom teacher?

a__very satisfying
b__fairly satisfying
c__not very satisfying
d__not satisfying

41. Briefly explain your response to question #40.

42. How would you rate the overall contribution of Title I to the identified students?

a__excellent
b__good
c__fair
d__poor
e__no contribution

F. TITLE I EDUCATIONAL AIDE (EA) SELF-ASSESSMENT AND PROGRAM ASSESSMENT QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D.C. Public School Title I Program. The purpose of the study is to collect information that will be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your Title I program experiences with us by completing the questionnaire.

Please answer all questions unless directed otherwise.

SCHOOL________________________

TITLE 1 EDUCATIONAL AIDE (EA) SELF-ASSESSMENT AND PROGRAM ASSESSMENT FORM

These scales are to find out how you viewed your performance and experience this year as an EA. Please respond to all scales, and mark each scale only once.

On each scale you will find five blanks. Pick the blank that most closely corresponds to how you rate yourself and the program experience that you have had. Here are some definitions for each of the following blanks:

1. Strongly Disagree: you find the statement completely unacceptable.
2. Mildly Disagree: you find the statement in general unacceptable, but there may be qualifying conditions.
3. Neutral or No Opinion: You find the statement does not apply, or you have no opinion about this statement.
4. Mildly Agree: you find the statement in general acceptable, but there may be qualifying conditions.
5. Strongly Agree: you find the statement completely acceptable.

As an example, suppose you feel that, in general, you are on time for appointments, but not always. You would check the scale this way:

I am punctual for appointments:

strongly disagree: ____:____:____:_X_:____:strongly agree

If, on the other hand, you feel that you are, in general, not on time for appointments, but are not always late, either, then you would check the scale in the following manner:

strongly disagree: ____:_X_:____:____:____:strongly agree

If you feel that you are, in general, always on time for appointments, you would check the scale this way:

strongly disagree: ____:____:____:____:_X_:strongly agree

In the same manner, if you feel that you are always late for appointments, you would check the scale this way:

strongly disagree: _X_:____:____:____:____:strongly agree

Finally, if you believe that the statement has nothing to do with you, or if you have no opinion, you would check the scale this way:

strongly disagree:____:____:_X_:____:____:strongly agree

Remember:

1. These responses are confidential and have names associated with them--and they can contribute to improving the Title I program;
2. Please mark all scales; and
3. Please mark each scale only once.

Name of EA________________________________

EA SELF-ASSESSMENT

1. I think I am given too many responsibilities:

strongly disagree:____:____:____:____:____:strongly agree

2. I am tactful in enlisting the cooperation of reluctant individuals:

strongly disagree:____:____:____:____:____:strongly agree

3. I suggest alternative ways of solving problem situations that are compatible with situational peculiarities:

strongly disagree:____:____:____:____:____:strongly agree

4. I have established effective working relationships with classroom teachers and the principal:

strongly disagree:____:____:____:____:____:strongly agree

5. The amount of work I do is acceptable:

strongly disagree:____:____:____:____:____:strongly agree

6. The teaching responsibilities I am given could be more effectively done by the regular classroom teacher:

strongly disagree:____:____:____:____:____:strongly agree

7. I cooperate with others to reduce troublesome factors in difficult situations:

strongly disagree:____:____:____:____:____:strongly agree

8. I plan my work to meet the time schedule:

strongly disagree:____:____:____:____:____:strongly agree

9. I take enough time to do my work to ensure quality:

strongly disagree:____:____:____:____:____:strongly agree

10. I keep my supervisor informed of all important matters:

strongly disagree:____:____:____:____:____:strongly agree

11. I use my working time to optimize the accuracy of my work:

strongly disagree:____:____:____:____:____:strongly agree

12. I meet task expectations:

strongly disagree:____:____:____:____:____:strongly agree

13. If the first approach I use to accomplish a task doesn't work, I make plans for another way:

strongly disagree:____:____:____:____:____:strongly agree

14. I am informed about the background of the pupils I am assisting with reading:

strongly disagree:____:____:____:____:____:strongly agree

15. I do not obtain complete information in planning my work:

strongly disagree:____:____:____:____:____:strongly agree

16. I am at my post of duty on time:

strongly disagree:____:____:____:____:____:strongly agree

17. I protect the confidentiality of my data:

strongly disagree:____:____:____:____:____:strongly agree

18. I submit accurate plans to my supervisor:

strongly disagree:____:____:____:____:____:strongly agree

19. I help my fellow workers when they need it:

strongly disagree:____:____:____:____:____:strongly agree

20. I do not work effectively with slow readers:

strongly disagree:____:____:____:____:____:strongly agree

21. When I conduct meetings, I conduct them effectively:

strongly disagree:____:____:____:____:____:strongly agree

22. I am not on time in meeting deadlines I have:

strongly disagree:____:____:____:____:____:strongly agree

23. Sometimes I say I'll do something, and I do not do it:

strongly disagree:____:____:____:____:____:strongly agree

24. I organize my work so that I can do a good job in the minimum amount of time:

strongly disagree:____:____:____:____:____:strongly agree

25. I have not participated in the in-service training programs this year:

strongly disagree:____:____:____:____:____:strongly agree

26. I accept constructive criticism:

strongly disagree:____:____:____:____:____:strongly agree

27. I am not able to recognize the differences between problems and put them in their proper relationship:

strongly disagree:____:____:____:____:____:strongly agree

28. I show evidence of planning in carrying out my duties and responsibilities:

strongly disagree:____:____:____:____:____:strongly agree

29. I am flexible in handling unusual or unexpected situations:

strongly disagree:____:____:____:____:____:strongly agree

30. Even when I am given directions, often I need more supervision:

strongly disagree:____:____:____:____:____:strongly agree

31. I can write clearly and express myself well:

strongly disagree:____:____:____:____:____:strongly agree

32. I am not diplomatic in avoiding unnecessary conflict situations:

strongly disagree:____:____:____:____:____:strongly agree

33. If I have been assigned something special to do, I sometimes forget the details about how to do it:

strongly disagree:____:____:____:____:____:strongly agree

34. I am emotionally committed to this job:

strongly disagree:____:____:____:____:____:strongly agree

35. Sometimes I have insight into complex problems that confront me:

strongly disagree:____:____:____:____:____:strongly agree

36. I am absent excessively:

strongly disagree:____:____:____:____:____:strongly agree

37. I can adjust to a change in plans:

strongly disagree:____:____:____:____:____:strongly agree

38. I assume the leadership in performing certain duties:

strongly disagree:____:____:____:____:____:strongly agree

39. I take initiative in using new methods which are more effective than old ones:

strongly disagree:____:____:____:____:____:strongly agree

40. I usually can handle situations not covered in training:

strongly disagree:____:____:____:____:____:strongly agree

PROGRAM ASSESSMENT

41. The training I received dealt with real problems of the pupils:

strongly disagree:____:____:____:____:____:strongly agree

42. The training I received was not well planned:

strongly disagree:____:____:____:____:____:strongly agree

43. The training gave me honest, objective information about how to assist the classroom teacher with the teaching of reading:

strongly disagree:____:____:____:____:____:strongly agree

44. I think some of the training was not relevant:

strongly disagree:____:____:____:____:____:strongly agree

45. I think the EA project gives people hope for the future:

strongly disagree:____:____:____:____:____:strongly agree

46. I think the person(s) who trained me was skillful in dealing with problems that came up:

strongly disagree:____:____:____:____:____:strongly agree

47. I can work effectively:

strongly disagree:____:____:____:____:____:strongly agree

48. I feel that I can effectively assist the classroom teacher in the teaching of word perception skills:

strongly disagree:____:____:____:____:____:strongly agree

49. I was adequately trained in developing and using individualized reading materials for pupils:

strongly disagree:____:____:____:____:____:strongly agree

50. I feel I have the ability to interpret the pupil to the school and community:

strongly disagree:____:____:____:____:____:strongly agree

51. I can relate reading to fun activities in which the pupils engage:

strongly disagree:____:____:____:____:____:strongly agree

52. I feel those who trained the EA's sometimes did not know what they were talking about:

strongly disagree:____:____:____:____:____:strongly agree

53. I felt the pupils tended to suspect what I was doing:

strongly disagree:____:____:____:____:____:strongly agree

54. The procedures for EA's were clear-cut:

strongly disagree:____:____:____:____:____:strongly agree

55. I think I was adequately trained to deal with problems that came up:

strongly disagree:____:____:____:____:____:strongly agree

56. As for training, it was adequate for the tasks I was assigned:

strongly disagree:____:____:____:____:____:strongly agree

57. My duties were not clearly defined:

strongly disagree:____:____:____:____:____:strongly agree

58. Some of the training I had was a waste of time:

strongly disagree:____:____:____:____:____:strongly agree

59. I have had some basic training in what motivates children to read:

strongly disagree:____:____:____:____:____:strongly agree

60. The teacher was helpful in working out problems that I encountered:

strongly disagree:____:____:____:____:____:strongly agree

61. The Title I Educational Aide project showed good operations management in its conduct of the reading component:

strongly disagree:____:____:____:____:____:strongly agree

62. I assist in the teaching and testing of reading comprehension skills:

strongly disagree:____:____:____:____:____:strongly agree

63. I did not learn much about teaching reading by talking to the teacher(s):

strongly disagree:____:____:____:____:____:strongly agree

64. In the future, EA training should be made more interesting:

strongly disagree:____:____:____:____:____:strongly agree

65. I have participated in workshops on creative writing:

strongly disagree:____:____:____:____:____:strongly agree

66. I have a better understanding now of what it takes to assist in the teaching of math than I did before:

strongly disagree:____:____:____:____:____:strongly agree

67. I think I understand more clearly the problems that pupils have with math:

strongly disagree:____:____:____:____:____:strongly agree

68. I think that being an EA has taught me a lot:

strongly disagree:____:____:____:____:____:strongly agree

69. I think that the interpersonal relationships that I developed with the school staff was the best part of my EA experience:

strongly disagree:____:____:____:____:____:strongly agree

70. I did not enjoy working as an EA:

strongly disagree:____:____:____:____:____:strongly agree

71. The most important experience of EA's was learning to deal with the pupils and their reading and math problems:

strongly disagree:____:____:____:____:____:strongly agree

72. If I had to design the training of EA's, I would make it different from the training program I was in:

strongly disagree:____:____:____:____:____:strongly agree

73. At the present time, how adequate is your preparation to assist in the teaching of reading?

__________Very adequate

__________Adequate

__________Inadequate

__________Very inadequate

74. At the present time, how adequate is your preparation to assist in the teaching of math?

__________Very adequate

__________Adequate

__________Inadequate

__________Very inadequate

75. All things considered, how do you find being an EA?

_________Very satisfying

_________Fairly satisfying

_________Not very satisfying

_________Not satisfying

76. In order of preference, list the three things you like most about your EA experience:

a. ____

____

b. ____

____

c. ____

____

77. Starting with your biggest gripe, list the three things you liked least about your EA experience:

a. ____

____

b. ____

____

c. ____

____

78. Starting with the most significant, what were the three most sigficant experiences as an EA:

a. ____

____

b. ____

____

c. ____

____

79. Beginning with the most important, what recommendations do you have for future EA's:

a. ____

____

b. ____

____

c. ____

____

DEMOGRAPHIC INFORMATION

80.	Age (circle one)	20 years old or younger	1
		21 to 25 years old	2
		26 to 30 years old	3
		31 to 35 years old	4
		36 to 40 years old	5
		Over 40 years old	6
81.	Sex	Female	1
		Male	2

G. TITLE I PUPIL PERSONNEL AIDE/WORKER QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D.C. Public School Title I Program. The purpose of the study is to collect information that will be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your Title I program experiences with us by completing the questionnaire.

Please answer all questions unless directed otherwise.

TITLE I AIDE/WORKER QUESTIONNAIRE

1. WHAT IS YOUR OFFICIAL JOB TITLE?
(check one)

a________Health Aide

b________Psychiatric Social Worker

c________Personnel Worker

d________Personnel Aide

e________Other (Please Specify)________________________

2. HOW LONG HAVE YOU BEEN WORKING IN THIS SCHOOL?

a_____Less than 6 months

b_____6-12 months

c_____13-18 months

d_____19-24 months

e_____25-30 months

f_____31-36 months

g_____More than 36 months

3. DURING THIS SCHOOL YEAR, HOW FREQUENTLY WERE YOU INVOLVED IN THE STUDENT PROBLEM AREAS LISTED BELOW

	Very Frequent	Fre- quent	Infre- quent	Never
a_____Attending to students' clothing needs				
b_____Contacting and working with parents				
c_____Taking students to clinic				
d_____Administering first aid				
e_____Student attendance				
f_____Vision screening				
g_____Taking heights & weights, etc.				
h_____Conferences with teachers and staff personnel on student problems				
i_____Cultural enrichment activities (recreation, field trips, etc.)				
j_____Attending local and city wide meetings				
k_____Assisting teachers in the classroom				
l_____Establishing student clubs and groups				
m_____Counseling students				
n_____Tutoring				

o____ Identifying and handling student problems ____________________
p____ Keeping records of services performed ____________________
q____ Referring students and parents to community ____________________
agencies
r____ Accompanying students to special programs
s____ Participating in staff development activities ____________________
t____ Other (Please specify) ____________________

4. WHAT IMPACT HAS YOUR SERVICES HAD ON THE TITLE I PROGRAM?

a____ Improved student health
b____ Improved student psychological well-being
c____ Improved student academic performance
d____ Improved student emotional adjustment
e____ Improved student productivity
f____ Improved student family conditions
g____ Identification of medical problems
h____ Correction of health problems
i____ Other (Please Specify) ____________________

5. USING THE NUMERALS 1-10, RANK IN ASCENDING ORDER (FOR EXAMPLE, GREATEST PROBLEMS SHOULD BE RANKED #1; THE NEXT GREATEST PROBLEM SHOULD BE RANKED #2 AND SO ON) THE PROBLEMS AMONG IDENTIFIED STUDENTS IN YOUR SCHOOL.

____ Behavior
____ Lack of motivation
____ Observation
____ Economic need
____ Need better self-image
____ Family problems
____ Poor nutrition
____ Need an adult interested in them
____ Confusion caused by too many operating programs
____ Other (Please specify) ____________________

6. HOW MANY PARENTS OF TITLE I STUDENTS HAVE YOU CONTACTED THIS YEAR?

____ Less than 10
a____ 11-20
b____ 21-30
c____ 31-40
d____ 41-50
e____ 51-60
f____ 61-70
g____ 71-80
h____ 81-90
i____ 91-100
j____ 101-150
k____ More than 151

7. HOW FREQUENTLY DID YOU HAVE TO CONTACT PARENTS FOR THE FOLLOWING REASONS?

	Very frequent	Frequent	Infrequent	Never
____Economic need				
____Absenteeism				
____Clothing				
____Counseling parents				
____School activities (Youth serving Youth, etc.)				
____Encourage parent involvement				
____Behavior problems				
____Health problems				
____Clinic appointments				
____Home visits				
____More parents aware of availability or indivdual group services.				
____Get parent's permission for student to participant in school activities				
____Academic problems				
____Take student home--ill or injured				
____Get information about student				
____Obtain permission to test or work with student				
____Other (Please specify)				

8. HOW FREQUENTLY DID YOU ECOUNTER THE FOLLOWING PROBLEMS IN YOUR JOB THIS YEAR?

	Very	Frequent	Infrequent	Never
a____Inadequate work space at facilities				
b____Inadequate communication between regular school staff, Title I personnel, parents, etc.				
c____Identified students whose siblings need services but are ineligible				
d____Delay in identfication of students				
e____Too much clerical work				
f____Parking				
g____Unable to find clothing for for needy children				
h____Lack of sufficient funds for emergency assistance				
i____Inadequate transportation				
j____Inadequate direction from administration				
k____Other (Please specify)				

9. IN ORDER OF PREFERENCE, LIST THE THREE THINGS YOU LIKED MOST ABOUT YOUR EXPERIENCE AS A TITLE I AIDE/WORKER.

1.
2.
3.

10. STARTING WITH YOUR BIGGEST GRIPE, LIST THE THREE THINGS YOU LIKED LEAST ABOUT YOUR TITLE I EXPERIENCE.

1.
2.
3.

11. STARTING WITH THE MOST SIGNIFICANT, WHAT WERE YOUR THREE MOST SIGNIFICANT EXPERIENCES AS A TITLE I AIDE/WORKER?

1.
2.
3.

12. BEGINNING WITH THE MOST IMPORTANT, WHAT RECOMMENDATIONS WOULD YOU MAKE TO IMPROVE YOUR EFFECTIVENESS AS A TITLE I AIDE/WORKER?

13. HAVE YOU HAD ANY IN-SERVICE TRAINING THIS YEAR THAT WAS SPECIFICALLY RELATED TO YOUR JOB?

Yes____
No____(Go to Question #16)

14. IF YOU HAVE HAD IN-SERVICE TRAINING, PLEASE CHECK IN COLUMN "A" THOSE TRAINING ACTIVITIES IN WHICH YOU PARTICIPATED. FOR EACH ACTIVITY CHECKED IN COLUMN "A" INDICATE THE DEGREE TO WHICH YOU FOUND IT HELPFUL BY CIRCLING THE APPROPRIATE NUMBER UNDER "B".

	A	B			
	Training in which I participated	No help	Little help	Some help	Great help
On the job training	________	1	2	3	4
Participation in workshops, conferences and seminars	________	1	2	3	4
Discussions on methods of dealing with specific problems	________	1	2	3	4

15. HOW ADEQUATELY HAS YOUR IN-SERVICE TRAINING PREPARED YOU TO DO YOUR JOB MORE EFFECTIVELY?

a____Very adequate
b____Adequate
c____Not very adequate
d____Not adequate

16. ALL THINGS CONSIDERED HOW DO YOU FIND WORKING AS TITLE I AIDE/WORKER?

a____Very satisfying
b____Fairly satisfying
c____Not very satisfying
d____Not satisfying

H. SPEECH THERAPIST QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D.C. Public School Title I Program. The purpose of the study is to collect information that will be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your Title I program experience with us by completing this questionnaire.

Please answer all questions unless directed otherwise.

1. The procedures used to communicate follow-up actions resulting from student referrals were adequate in terms of reporting back to:

a. Administrators
Strongly Disagree:_____:_____:_____:_____:_____:Strongly Agree

b. Teachers
Strongly Disagree:_____:_____:_____:_____:_____:Strongly Agree

c. Parents
Strongly Disagree:_____:_____:_____:_____:_____:Strongly Agree

2. Facilities and clerical services were available to help me perform my duties adequately.

Strongly Disagree:_____:_____:_____:_____:_____:Strongly Agree

3. Adequate funds were available for:

a. Travel (Visits to homes, community agencies, etc.)
Strongly Disagree:_____:_____:_____:_____:_____:Strongly Agree
b. Student emergency needs
Strongly Disagree:_____:_____:_____:_____:_____:Strongly Agree

4. I have sufficient time to conduct corrective therapy sessions with my cases.

Strongly Disagree:_____:_____:_____:_____:_____:Strongly Agree

5. Overall school discipline does not detract from my effectiveness in helping students with their speech problems.

Strongly Disagree:_____:_____:_____:_____:_____:Strongly Agree

6. Staff development has provided me with a clear understanding of my duties and responsibilities.

Strongly Disagree:_____:_____:_____:_____:_____:Strongly Agree

7. The overall purposes and goals of the Title I program were adequately communicated to the:

a____Staff
b____Parents
c____Teachers
d____Community

8. The way the Title I Program is organized facilitates my job effectiveness.

Strongly Disagree:_____:_____:_____:_____:_____:Strongly Agree

For each scale you will find five blanks. Pick the blank that most closely corresponds to how you rate the Title I experience that you have had. Here are some definitions for each of the following blanks:

1. Strongly Disagree: You find the statement completely unacceptable.
2. Mildly Disagree: You find the statement in general unacceptable, but there may be qualifying conditions.
3. Neutral or No Opinion: You find the statement does not apply, or you have no opinion about this statement.
4. Mildly Agree: You find the statement in general acceptable, but there may be qualifying conditions.
5. Strongly Agree: You find the statement completely acceptable.

As an example, suppose you feel that, in general, students report to you on time for therapeutic appointments, but not always. You would check this way:

Students are punctual for their counseling appointments:

strongly disagree:_____:_____:_____:__X__:_____:strongly agree

If, on the other hand, you feel that students are, in general, not on time for their therapeutic appointments, but are not always late, then you would check the scale in the following manner:

strongly disagree:_____:__X__:_____:_____:_____:strongly agree

If you feel students are, in general, always on time for their therapeutic appointments, would you check the scale this way:

strongly disagree:_____:_____:_____:_____:__X__:strongly agree

In the same manner, if you feel students are always late for their therapeutic appointments, you would check the scale this way:

strongly disagree:__X__:_____:_____:_____:_____:strongly agree

Finally, if you believe that the statement has nothing to do with your Title I duties, or if you have no opinion, you would check the scale this way:

strongly disagree:_____:_____:__X__:_____:_____:strongly agree

Remember:

1. These responses are confidential and have no names associated with them--and they can contribute to improving the DCPS Title I Program.
2. Please mark all scales; and
3. Please mark each scale only once.

9. How frequent do you find the following speech defects among the students with whom you work?

	Very Frequent	Frequent	Infrequent	Never
Articulation				
Lips				
Delayed Speech				
Stuttering				
Voice disorders (pitch, quality, etc.)				
Frontal emissions				
Substitutions				
Distortions				
Other (Please Specify)				

10. How would you rate your effectiveness in helping students with the above named problems?

a_____Very effective
b_____Quite effective
c_____Effective
d_____Not very effective
e_____Not effective

11. List the speech problems with which you have been most effective in helping students.

12. List the speech problems with which you have been least effective in helping students.

13. What would help you to be more effective in offering speech correction services to identified students?

a_____Additional speech correctionists
b_____Additional private work areas
c_____Additional supplies and materials
d_____Better organized program
e_____Fewer meetings to attend
f_____Allow therapist to help sibling of identified children
g_____Other (Please Specify)________________________________

14. What difficulties have you encountered as a Title I speech therapist this year? (Check all that apply)

a_____Inadequate work space.
b_____Lateness in beginning program.
c_____Addition of new schools to caseload.
d_____Deletion of schools from caseload.
e_____Inadequate supplies.
f_____Inadequate departmental organization.
g_____Program spread over too many schools.
h_____Student discipline problems.
i_____Lack of cleanliness in schools.
j_____Teacher resentment over lateness of starting program.
k_____Personnel re-assignment caused interrupted services to children.
l_____Inadequate time to give individual therapy.
m_____Other (Please Specify)____

15. During the past school year, how many program (Title I) sponsored staff development (in-service training) opportunities were available to you:

a_____None (Go to Question #22)
b_____One
c_____Two
d_____Three
e_____Four
f_____Five
g_____More than five

16. Which, if any, of the following phases of the staff development program did you attend?

a_____Orientation (1/2 day) If so, where?____________________________
b_____Title I Educational Institutes (a week long intensive instructional period)If so, where?____
c_____Follow-up seminars and workshops (focused on instructional issues, problems and practices)____
If so, where?____
d_____I did not attend any of the above activities (Go to Question #19)

17. Which, if any, of the following phrases best describe the content of the staff development activities? (Check all that apply)

a_____Humanistic education techniques.
b_____Psychological factors in poverty.
c_____Educational methodology.
d_____Other (Please Specify)____

18. How would you describe the focus of the staff development program activities in which you have been involved? (Check all that apply)

a_____Detecting, minimizing and/or eliminating non-educational impediments.
b_____Understanding the developmental problems of students.
c_____Techniques of interviewing.
d_____Carrying out one-to-one relationship with client and staff.
e_____Conducting children and parent groups.
f_____Developing interpersonal relationships.
g_____Case recording (confidential report writing).
h_____Effective use of community resources.
i_____Other (Please Specify)________________________________

19. Which area(s) in the above question do you feel a personal need for improvement in order for you to be more effective in the Title I program?

Write Numeral(s) here:_____,_____,_____,_____,_____.

20. Please check in column "A" those staff development training activities in which you participated. For each activity checked in column "A" indicate the degree to which you found it helpful by circling the appropriate number under column "B".

	A	B			
	Training in which I participated	No help	Little help	Some help	Great help
On the job training and counseling	☐	1	2	3	4
Participated in workshops, conferences and seminars	☐	1	2	3	4
Discussions on methods of dealing with specific problems	☐	1	2	3	4

21. How would you rate the overall effectiveness of the staff development training in which you participated?

a_____Very effective
b_____Effective
c_____Not very effective
d_____Not effective

22. In order of preference, list the three things you liked most about your Title I experience.

1.

2.

3.

23. Starting with your biggest gripe, list the three things you liked least about your Title I experience.

1.

2.

3.

24. Starting with the most significant, what were your three most significant Title I experiences.

1.

2.

3.

25. Beginning with the most important what recommendations would you make to improve your job effectiveness in Title I.

I. TITLE I CLINICAL PSYCHOLOGIST QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D. C. Public School Title I Program. The purpose of the study is to collect information that will be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your ideas and experience by completing this questionnaire.

Please answer all questions unless otherwise directed.

1. Procedures used to communicate follow-up actions resulting from student referrals were adequate in terms of reporting back to:

a._____Administrators:
Strongly agree:_____:_____:_____:_____:_____:Strongly disagree
b._____Teachers:
Strongly agree:_____:_____:_____:_____:_____:Strongly disagree
c._____Parents:
Strongly agree:_____:_____:_____:_____:_____:Strongly disagree

2. Facilities and clerical services were available to help me perform my duties adequately:

Strongly agree:_____:_____:_____:_____:_____:Strongly disagree

3. Adequate funds were generally available for:

a._____Travel (visits to homes, community agencies, etc.)
Strongly agree:_____:_____:_____:_____:_____:Strongly disagree
b._____Student Emergency Needs
Strongly agree:_____:_____:_____:_____:_____:Strongly disagree

4. There were in-service programs which kept me abreast of new developments in my area of work:

Strongly agree:_____:_____:_____:_____:_____:Strongly disagree

5. Specialized personnel and other community resources were available to this program on a referral basis:

Strongly agree:_____:_____:_____:_____:_____:Strongly disagree

6. My training and experience background were adequate for my job tasks:

Strongly agree:_____:_____:_____:_____:_____:Strongly disagree

7. I clearly understand the purposes and goals of the FY 73 Title I Pupil Personnel services component:

Strongly agree:_____:_____:_____:_____:_____:Strongly disagree

8. The procedures whereby each member of the pupil personnel team delivers his particular service to the pupil is adequately organized.

Strongly agree:_____:_____:_____:_____:_____:Strongly disagree

9. The overall purposes and goals of the Title I program were adequately communicated to the:

a._____Staff
Strongly agree:_____:_____:_____:_____:_____:Strongly disagree

b._____Parents
Strongly agree:_____:_____:_____:_____:_____:Strongly disagree
c._____Teacher
Strongly agree:_____:_____:_____:_____:_____:Strongly disagree
d._____Community
Strongly agree:_____:_____:_____:_____:_____:Strongly disagree

10. My job responsibilities and duties were clearly described to me:

Strongly agree:_____:_____:_____:_____:_____:Strongly disagree

11. Instructions: Using the following 5 point scale, write the number in the blank preceding each item that indicates your opinion of the importance of the item as it relates to your role as a clinical psychologist in the Title I program. For example, if you feel that item "A," "To assist pupil learning problems" is an extremely important role as a clinical psychologist in the Title I program, 5 would be written in the blank preceding item "A."

5=Extremely important
4=Very important
3=Important
2=Not very important
1=Unimportant

a._____To diagnose and formulate individualized prescriptive plans for pupils with learning problems.

b._____To devise prescriptive plans for pupils with emotional problems.

c._____To modify pupil behavior that interferes with facts of his growth and development.

d._____To interpret standardized and nonstandardized test results.

e._____To develop pupil profiles.

f._____To assist the classroom teacher in developing new approaches to learning.

g._____To conduct teacher/pupil conferences.

h._____To conduct conference with parents concerning their children.

12. In addition to those roles listed in questions please list and describe any other role of a Title I Clinical Psychologist that you consider to be important.

a.____

____

____

b. ____

____

____

c. ____

____

____

13. Approximately how many pupils whom you diagnosed as learning disabled were referred to you by the persons listed below?

a. __________ Teachers

b. __________ Principals

c. __________ Parents

d. __________ Others (Please Specify) ______________________

14. Approximately how many pupils whom you diagnosed as emotionally disturbed were referred to you by the persons listed below?

a. __________ Teacher

b. __________ Principals

c. __________ Parents

d. __________ Others (Please Specify) ______________________

15. Approximately how many pupils whom you diagnosed as mentally retarded were referred to you by the persons listed below?

a. __________ Teacher

b. __________ Principal

c. __________ Parent

d. __________ Other (Please Specify) ______________________

16. Of the total number of pupils referred to you, how many individualized prescriptive programs were you able to develop that were of benefit to the pupils?

Write number here:

____

17. List the five most frequent problem categories in which you developed specific prescriptive programs to help pupils.

1.
2.
3.
4.
5.

18. List the five most frequent problem categories in which you were not able to develop prescriptive programs for pupils.

1.
2.
3.
4.
5.

19. What percent of your time is spent in providing help in the following areas:

a____________Growth and Development

b____________Behavior Modification

c____________Test Interpretation

d____________Group Dynamics

e____________Student Profiles

f____________Designing New Approaches to Learning

g____________Therapeutic Counseling

20. Which, if any, of the following phases of the in-service staff development program did you attend?

a. Orientation (1/2 day) if so, where? ______________________________

b. Title I Educational Institutes (a week long intensive instructional period). If so, where?____

c. Follow-up seminars and workshops (focused on instructional issues, problems and practices). If so, where? __________________________

d. I did not attend any of the above activities.

21. How would you rate the overall effectiveness of the in-service staff development in which you participated?

a_____Very effective
b._____Quite effective
c_____Effective
d_____Not very effective
e_____Ineffective

22. Please check in column "A" those staff development training activities you participated in. For each activity checked in column "A" indicate the degree to which you found it helpful by circling the appropriate number under column "B".

	A	B			
	Training in which I participated	No help	Little help	Some help	Great help
On the Job Training and Counseling	☐	1	2	3	4
Participation in workshops, conferences and seminars	☐	1	2	3	4
Discussions on methods of dealing with specific problems	☐	1	2	3	4

23. Which, if any, of the following phrases best describe the content of the in-service staff development activities in which you participated? (Check all that apply)

a__________ Humanistic Education Techniques

b__________ Psychological Factors in Poverty

c__________ Educational Methodology

d__________ Other (Please Specify)______________________________

24. During the past school year, how many program (Title I) sponsored staff development (in-service training) opportunities were available to you?

a______ One

b______ Two

c______ Three

d______ Four

e______ More than four

25. How would you describe the focus of the in-service development program activities in which you have been involved? (Check all that apply)

a_____ Detecting, minimizing and/or eliminating non-education impediments.
b_____ Understanding the developmental problems of students.
c_____ Techniques of interviewing.
d_____ Carrying out one-to-one relationship with clients and staff.
e_____ Conducting children and parent groups.
f_____ Developing interpersonal relationships.
g_____ Case recording (confidential report writing).
h_____ Effective use of community resources.

26. Which of the areas named in question #25 do you feel a personal need for improvement in order for you to be more effective in the Title I program?

Write the number(s) ___ ___ ___ ___

27. Where do you place the most emphasis in evaluating pupil progress?

a_____No set procedure.

b_____Formal standarized test results.

c_____Informal tests results.

d_____Interview.

e_____Case study.

f_____Medical tests.

g_____Case study.

h_____Other (Please Specify)____

28. What three major problems have you encountered as a Title I Clinical psychologist this year?

1.
2.
3.

29. In order of preference list three things you liked most about your Title I experience.

1.
2.
3.

30. Starting with your biggest gripe, list the three things you liked least about your Title I experience.

1.
2.
3.

31. Starting with the most significant, what were your three most significant experiences as a Title I Clinical psychologist?

1.
2.
3.

32. Beginning with the most important, what recommendations would you make to improve your effectiveness as a Title I Clinical psychologist?

1.
2.
3.

J. TITLE I STAFF ASSISTANTS QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D.C. Public School Title I Program. The purpose of the study is to collect information that will be useful in program development and evaluation. We are asking you to share your ideas and experience by completing this questionnaire.

1. Education: (Check highest grade attained)

    a___High School

    b___Circle the highest number of years of college you have completed: 1 2 3 4 5 6

2. Total number of years, including 1972-73 as a staff assistant______.

3. Total number of years you have been employed by the D.C. School system ____________________.

4. Sex: Male_________ Female __________

INSTRUCTIONS for questions 5 - 38. Place a check mark in the box which best describes how often you were involved in or performed a certain action. The less often you performed an action, the smaller the number associated with it. The more you performed an action, the bigger the number associated with it. There are no right or wrong responses.

Please answer each question only once.

5. Participated in related instructional activities.

    ___never ___seldom ___frequently ___always

6. Assisted with in-service training activities.

    ___never ___seldom ___frequently ___always

7. Sometimes served as a substitute for the classroom teacher.

    ___never ___seldom ___frequently ___always

8. Acquired substitutes for teachers when they attended workshops.

    ___never ___seldom ___frequently ___always

9. Helped with workshops by collecting and organizing materials and equipment.

    ___never ___seldom ___frequently ___always

10. Helped set up various interest areas for workshops.

    ___never ___seldom ___frequently ___always

11. Acted as a liaison between the classroom teacher and the resource person.

___never ___seldom ___frequently ___always

12. Assisted with extended services at the local school level.

___never ___seldom ___frequently ___always

13. Distributed and reviewed pupil permission forms.

___never ___seldom ___frequently ___always

14. Made contacts and arrangements for trips planned by teachers.

___never ___seldom ___frequently ___always

15. Acquired bus services and secured chaperones for pupil field trips.

___never ___seldom ___frequently ___always

16. Arranged sites for performances or events held in this school.

___never ___seldom ___frequently ___always

17. Checked invoices, conducted inventories, or made lists for materials, supplies, and equipment either coming in or going out of the school.

___never ___seldom ___frequently ___always

18. Required to keep accurate records of the disposition of supplies and equipment.

___never ___seldom ___frequently ___always

19. Developed a check-out, delivery, and return system for the dispersement of supplies and equipment.

___never ___seldom ___frequently ___always

20. Collected forms for books, materials, etc., from teachers.

___never ___seldom ___frequently ___always

21. Developed a system for classifying items by type and possible source.

___never ___seldom ___frequently ___always

22. Combined teacher and other orders, then sent them to the proper office.

___never ___seldom ___frequently ___always

23. Maintained contact with the Resource Bank for loan of materials to teachers.

___never ___seldom ___frequently ___always

24. With respect to the Resource Bank, sent in requests, provided for the delivery or pick-up of loaned items to teachers.

___never ___seldom ___frequently ___always

25. Distributed and collected bulletins or information from Title I teachers.

___never ___seldom ___frequently ___always

26. Organized and summarized information from responses to bulletins.

___never ___seldom ___frequently ___always

27. Secured or compiled information from teachers' records need for reports.

___never ___seldom ___frequently ___always

28. Rendered other services to teachers such as duplicating, distributing materials, or operating classroom machines upon request.

___never ___seldom ___frequently ___always

29. Related positively to both children and adults.

___never ___seldom ___frequently ___always

30. Prefer working with others as a member of a team.

___never ___seldom ___frequently ___always

31. Devoted enough time to my work to ensure quality.

___never ___seldom ___frequently ___always

32. Communicated effectively with pupils, parents, teachers and other personnel.

___never ___seldom ___frequently ___always

33. What were the overall purposes of staff development? (Check all that apply)

a___to provide participants with specific knowledge of the purpose, intent and methods of operation of the D.C. Schools, Title I Plan.
b___to provide knowledge regarding the federal guidelines
c___to identify participants strength and weaknesses in order to prepare him for successful participation in the instruction of Title I students.
d___Other (please specify)____________________________________
____
e___I did not participate in any staff development activities. (go to question #36)

34. Which of the following phases of in-service staff development program did you attend?

a___Orientations (1/2 day). If so, where?____________________
b___Title I Educational Institute (a week long intensive instructional period) If so, where?____________________
c___Follow-up seminars and workshops (focused on instructional issues, problems and practices) If so, where? ____________________
____
d___I did not participate in any of the above activities (Go to question #37).

35. How would you rate the overall effectiveness of the in-service staff development activities in which you participated?

a___very adequate
b___quite effective
c___effective
d___not very effective
e___ineffective

36. Which of the following phrases best describe the content of in-service staff development activities? (Check all that apply)

a___Humanistic education techniques
b___Psychological factors in poverty
c___Educational methodology
d___Other (please specify) ______________________________

37. Please check in Column "A" those staff development training activities in which you participated. For each activity checked in Column "A" indicate the degree to which you found it helpful by circling the appropriate numeral under Column "B".

	A	B		
	Training in which I participated	No Help	Some Help	Great Help
On the job training and counseling	☐	1	2	3
Participation in workshops, conferences and seminars	☐	1	2	3
Discussions on methods of dealing with specified problems	☐	1	2	3

38. During the past year, how many locally sponsored in-service staff development opportunities were available to you?

___(a) none
___(b) one
___(c) two
___(d) three
___(e) four
___(f) five
___(g) more than five

39. What three major problems have you encountered as staff assistant this year?

1.

2.

3.

40. In order of preference, list the three things you liked most about your experience as a staff assistant.

1.

2.

3.

41. Starting with your biggest gripe, list the three things you liked least about your experience as a staff assistant.

1.

2.

3.

42. Starting with the most significant, what were your three most significant experiences as a staff assistant?

1.

2.

3.

43. Beginning with the most important, what recommendations would you make to improve the effectiveness of the staff assistant?

1.

2.

3.

44. Have you had any in-service training this year (FY-73) that was relevant and significantly related to your work?

a___Yes
b___No

K. PARENT VOLUNTEER CORPS QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D.C. Public school Title I Program. The purpose of the study is to collect information that will be useful in program development and evaluation. We are asking you to share your experiences by completing this questionnaire.

PARENT VOLUNTEER CORPS

Directions: Please provide answers to the items listed below. All information will be held in strict confidence.

1. In the blank space write the name of the school where you worked as a volunteer.

   ____.

2. What is the block number and street where you live? (For example, if you live at 1520 "Z" Street, N.W., the block number and street would be 1500 "Z" Street, N.W.)

   ____.

3. Did you serve as a

   ___________paid volunteer?

   ___________non-paid volunteer? (If you checked this item, go to question 6)

4. How many hours were you paid for?

   _________less than 5 hours per week

   _________between 5 and 10 hours per week

   _______more than 10 hours per week

5. What are your feelings about the amount of pay you received?

   _______enough

   _______not enough

   _______volunteers should not be paid

6. What time of day did you work as a volunteer at the school?

   _____before regular school hours

   _____after regular school hours

   _____during regular school hours

7. Which phrase below best describes the pupils to whom you gave assistance?

______small groups of children in the classroom

____individual students in the classroom

______small groups in "Home Centers" after school

______individual students in "Home Centers" after school

______other (Please specify)____

____

8. How many "Skill Workshop Day" sessions have you attended?

________None (If you checked this item, go to question 11)

________1 - 4

________5 - 8

________9 - 12

_______13 - 16

_______16 or more

9. Give the name of the building(s) where "Skill Workshop Day" was held

____

10. How do you rate your "Skill Workshop Day" experience?

________very helpful

________helpful

________somewhat helpful

________of little help

________not helpful

11. How often were "Skill Workshop Day" sessions held?

______once a week

______every other week

______not on a regularly scheduled basis

______not at all

12. How do you rate your training and experience in providing assistance to your own children with their school work?

_________very helpful

_________helpful

_________somewhat helpful

_________of little help

_________not helpful

13. Please indicate below changes you feel should be made in next year's parent volunteer program.

L. PROGRAM DIRECTOR'S QUESTIONNAIRE

This questionnaire is part of a study to evaluate the D.C. Public School Title I Program. The purpose of the study is to collect information that would be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your Title I program experience by completing this questionnaire.

Please answer all questions unless directed otherwise.

A. Organization

1. Please draw a table of organization of your program indicating your position, who reports to you and to whom do you report.

2. Please label the titles of each position and mark those positions that are currently unfilled.

3. Near each block of the table of organization list the specific duties of each staff member.

4. Adjacent to the list of (3), specify the approximate percentage of time applied to each duty.

5. In your opinion, how can the table of organization be improved?

B. Project Planning

6. Are there written guidelines for planning in your program?

a.______Yes

b.______No (Go to question 6.1)

6.1 Are these guidelines used?

a.______Yes

b.______No (If so, why?)

7. What type of formal planning document is used?

a.____Flow diagram (PERT)

b.______Gantt chart

c.____Descriptive

8. Are milestones indicated in the planning document?

9. How far apart are the milestones?

10. How far forward do you plan?

11. What methods are used for needs assessment?

12. What priorities for needs have been established?

13.. How and who established the priorities?

14. In your opinion, should these priorities be changed?

a._____Yes (If so, how)?

b._____No

15. How many members of the staff become involved in planning?_________

16. Approximately what percent of the time does the staff use for planning?

17. Has any portion of the staff received training in planning?

a._____Yes (If so, what kind?)

b._____No

18. To what extent is the community involved in program planning?

19. Has your program received outside planning assistance?

a._____Yes (If so, explain)

b._____No

20. How much budget is allotted for planning?

21. How much credibility is there in the planning document?

22. In your opinion, how can the project planning be more efficient?

23. To what degree is the formalized plan followed?

24. Is there follow-up at the milestone points?

a._____Yes

b._____No

25. How is the plan altered?

C. Project Planning

26. Are criteria of program evaluation considered in plannings start-up phase of the program?

a._____Yes

b._____No (Go to question 28)

27. How are they described? In what document?

28. Is there a written policy describing methods of developing program criteria?

a._____Yes (If so, please attach)

b._____No

29. In your opinion, would a written policy be useful?

30. What were the evaluations conducted prior to FY 73?

a._____long term objectives

b._____exigencies

c._____both long term objectives and exigencies

31. How is the evaluation information disseminated?

_____MIS

_____Word-of-month

_____Reports

_____Other (specify)

32. How long is the lag time between evaluation and dissemination of information?

33. What is the measure used in evaluation?

a.____Cost-effectiveness

b.____Meeting of schedule-dollar allowance

c.____Community acceptance criteria (specify)

d.____Efficiency of operation

e.____Other (specify)

34. What budget is allocated for evaluation?

35. In your opinion, how can evaluation be improved?

D. Project Review and Evaluation

36. Does your project utilize any form of project review?

a.____Yes

b.____No (Go to question)

37. Is the review stylized by a prescribed document?

_____Yes (Please attach the document)

_____No (Please describe the method used in the review)

38. Who acts as chairman of the review team?

39. How large is the review team?

40. Are any outside people invited to participate on the review team?

41. What is the avowed purpose of the review?

a.____to evaluate program activities

b.____to evaluate program progress

c.____to serve as a channel of communication with personnel

d.____to provide advice and redirection

e.____to give management assistance to programs

f.____others (specify)

42. Is any information prepared for the reviewer prior to the review?

a.____No

b.____Yes

43. When are reviews initiated?

a.____on a regular planned basis

b.____at the milestone points of the program

c.____when there is time

d.____as requested by other levels of authority

e.____other (specify)

44. How are review meetings suggested or noted?

a.____official notes of meeting

b.____as a part of an organizational document

c.____informal word-of-mouth

d.____not at all

e.____other (specify)

45. How are review meeting suggestions followed up?

a.____by revision of planning document

b.____by management follow-up

c.____they are not

d.____other (specify)

46. In your opinion, does the project review improve the program?

E. Personnel Manangement

47. Is there a written personnel policy for Title I employees?

a.____Yes (Please attach)

b.____No

48. Who prepared this personnel policy?

49. How many staff members are

a._____full-time

b._____part-time

c._____other (specify)

50. Are there any special employment standards or criteria used for hiring Title I personnel?

a._____Yes

b._____No

51. Are there standards described in a written format?

a._____Yes (Please attach)

b._____No

52. What methods are employed for hiring?

a._____personal interview

b._____application forms

c._____skills test

d._____referred by other employees or friends

e._____soliciting for suitable applicants by advertising or through agencies

f._____other (specify)

53. Is there a written procedure for evaluating Title I staff members work effort?

_____Yes

_____NO (Go to question)

54. Is this written procedure used?

a._____Yes

b._____No

55. In your opinion, how can appraising of Title I staff members be improved?

56. What criteria were used to identify Title I students?

57. In your opinion, what improvements can be made in Title I student selection criteria?

58. Are there any formal methods to "hear" Title I personnel recommendations or complaints?

a._____forum

b._____private discussion

c._____printed suggestion sheets

d._____other (specify)

59. What are Title I staff promotions based on?

60. What procedures are implemented for the inefficient staff member?

a._____dismissal

b._____retaining

c._____reassignment

d._____other (specify)

61. What, if any, is the primary reason for staff resignations from the program?

a._____boredom

b._____inability for upward mobility

c._____health reasons

d._____better opportunity elsewhere

e._____improper placement

f._____inadequate training

g._____weak supervision

h._____poor physical working conditions

i._____long working hours

j._____poor safety conditions

k.____low wages or incentives

l.____inadequate transportation

m.____poor eating facilities

n.____other (specify)

F. Fiscal Management

62. Are there written procedures and/or guides to control fiscal policies and prepare fiscal documents?

a.____Yes (If so, please attach)

b.____No

63. Are there written procedures that set policies for procurement and purchase of service?

a.____Yes (If so, please attach)

b.____No

64. Are records of all expenditures kept?

a.____Yes

b.____No (Go to question)

65. Is there a procedure for this recordkeeping?

a.____Yes (If so, please explain)

b.____No

66. Must purchases be justified?

a.____Yes (If so, by whom)

b.____No

67. Are cash resources and requirements planned correlated in advance?

a.____Yes (If so, how?)

b.____No (Go to question)

68. Is there a plan of internal audit to safeguard against unauthorized or excess payments?

a.____Yes

b.____No (GO to question)

69. Is the plan written down?

a.____Yes (If so, explain)

b.____No

70. Approximately how many man-month/years are devoted to the following?

a. overall supervision of fiscal management ____(mm)

b. preparation of budget ____(mm)

c. operation of accounting system ____(mm)

d. maintainance of budgetary control ____(mm)

e. procurement ____(mm)

71. Do you use outside consultants for fiscal management?

a.____Yes

b.____NO (go to question)

72. How much consultation in man-month/year? ____(mm)

73. Are there written procedures for preparing the budget?

a.____Yes (If so, please indicate method used)

b.____No

74. Are there written procedures for operation of accounting system?

a.____Yes (If so, please explain procedures used)

b.____No

75. Has any method of measuring fiscal effectiveness of the program evolved?

a.____Yes

b.____No

Comment:

G. Programmatic Evaluation

76. How many Title I schools do you coordinate?

77. How many schools with identified students received Title I program services or equipment in FY 73?

78. How many students were identified as being eligible to participate in Title I programs and how many of these identified students actually participated?

a.____number eligible

b.____number of eligibles who participated

79. What is the average expenditure per pupil in Title I?

80. How many persons in each category were paid (i.e., salary wise) with Title I funds during FY 73?

a.____classroom teachers

b.____special teachers

c.____counselors

d.____nurses

e.____psychologists

f.____educational aides

g.____health aides

h.____pupil personnel aides

i.____pupil personnel workers

j.____social workers

k.____speech therapists

l.____Title I staff assistants

m.____paid volunteer corps

n.____administrators

o.____others (specify)

81. What is the make-up of the PAC?

a.____parents of Title I identified students

b.____parents of non-identified students

c.____non-school affiliated community people (specify)

d.____principals

e.____teachers

f.____other (specify)

82. Please attach a copy of all budget expenditures to date.

83. How are PAC members chosen?

84. How is, PAC involved in Title I program components?

85. How are the needs of Title I students determined?

86. Who is responsible for the needs assessment of Title I students? (Check all that apply)

a._____Title I coordinator

b._____Program Directors

c._____Principals

d._____Teachers

e._____Support Staff

f._____PAC

g._____Other (specify)

87. In your opinion, what affect has Title I had on the academic performance of identified students?

88. Beginning with most significant, what recommendations would you make to improve the effectiveness of the Title I program?

M. TITLE I PRINCIPAL'S QUESTIONNAIRE (ELEMENTARY)

1. SCHOOL ENROLLMENT ____________ SEPT. '72
2. NUMBER OF IDENTIFIED STUDENTS ____________ SEPT. '72
3. SCHOOL ENROLLMENT ____________ MAY '73
4. NUMBER OF IDENTIFIED STUDENTS ______________ MAY '73
5. INCLUSIVE GRADES ____
6. NUMBER OF YEARS YOU'VE BEEN PRINCIPAL AT THIS SCHOOL ________________
7. WHICH YEARS (FISCAL YEARS, PLEASE) ________________________________
8. NUMBER OF YEARS THIS SCHOOL HAS BEEN A TITLE I SCHOOL ______________
9. WHICH YEARS (FISCAL YEARS, PLEASE) ________________________________
10. PERCENTAGE OF IDENTIFIED STUDENTS IN INCLUSIVE GRADES ______________
11. PERCENTAGE OF IDENTIFIED STUDENTS BY GRADES: (LIST BY SPECIFIC GRADES ____

LIST THE TITLE I STAFF BY PLACING THE NUMBER OF SAME IN THE APPROPRIATE BLANK. (I.E., FULL OR PART-TIME, AND THE MONTH THEY BEGAN IN TITLE I) IF NONE, PLEASE CHECK NONE COLUMN.

	FULL TIME	PART TIME	MONTH BEGAN	NONE
INSTRUCTIONAL COORDINATOR				
READING RESOURCE TEACHER				
MATH RESOURCE TEACHER				
PUPIL PERSONNEL WORKER				
PUPIL PERSONNEL AIDE				
STAFF ASSISTANT				
HEALTH AIDE				
CLINCAL PSYCHOLOGIST				
PSYCHIATRIC SOCIAL WORKER				
SPEECH THERAPIST				
OTHER (BY POSITION)				
____________________				
____________________				

13. IS THERE A TITLE I PARENT ADVISORY COUNCIL (PAC) IN YOUR SCHOOL?

(a)________YES
(b)________NO Go to Question 16.

14. WHAT IS THE MAKE-UP OF THE PAC? (PLEASE INDICATE THE NUMBER IN THE BLANK PROVIDED.)

a_____Non-School Affliated Community
b_____Parents of Non-Title I Identified Students
c_____Parents of Title I Identified Students
d_____Principal
e_____Teachers

15. HOW OFTEN DOES PAC MEET?

16. DOES YOUR SCHOOL HAVE THE PAID VOLUNTEER CORPS (PVC)?

(a)_____YES
(b)_____NO (Go to Question 24)

17. HOW MANY PARTICIPATING PARENTS DID YOUR SCHOOL HAVE THE FIRST SEMESTER OF THE PRESENT SCHOOL YEAR?____

18. ARE ALL THE PARTICIPANTS PARENTS OF TITLE I IDENTIFIED STUDENTS?

(a)_____YES
(b)_____NO

19. HOW WERE THE PARTICIPANTS SELECTED?

20. DOES YOUR SCHOOL USE THE SAME PARTICIPANTS EACH WEEK OR ROTATE THEM?

(a)_____Same
(b)_____Rotate (If so, please state on what basis.)

21. HOW DOES YOUR SCHOOL INVOLVE THE PVC PARTICIPANTS IN PROGRAM ACTIVITIES?

(a)_____Attend Skill Workshop Day
(b)_____As Classroom Aides
(c)_____Providing tutorial services to Identified students after school hours.
(d)_____As Teacher Aides
(e)_____As Health Aides
(f)_____Extending their training via a Staff Development component
(g)_____None of the above
(h)_____Other (Please Indicate)

22. IN FISCAL YEAR 1974 TITLE I PROGRAM, WOULD YOU RECOMMEND THAT THE PVC BE:
(a)_____Expanded to include more participants
(b)_____De-emphasized, including fewer participants
(c)_____Phased out entirely
(d)_____Other (Specify)

23. WHAT IS THE BASIS FOR THIS RECOMMENDATION?

WHAT DATE (MONTH) DID YOUR SCHOOL BEGIN THIS YEAR'S TITLE I PROGRAM?
__________________ month

24. PLEASE INDICATE THE DATE (MONTH) YOU HAD AVAILABLE:

(a)_____ Fall 1972 Identified Students Lists from 50% Criteria Available.
(b)_____ Reading and Mathematics Program Materials and Supplies Available.
(c)_____ Complete Staff (Support and Teaching) Available.

25. IS THERE A TITLE I CAREER DEVELOPMENT COMPONENT IN OPERATION AT YOUR SCHOOL?

(a)_____ YES
(b)_____ NO Go to Question 27

26. PLEASE INDICATE THE DATE (MONTH YOU HAD THE FOLLOWING AVAILABLE IN RELATION TO THE TITLE I CAREER DEVELOPMENT COMPONENT:

(a)_____ Fall 1972 Identified Student Lists from 50% Criteria Available.
(b)_____ Reading and Mathematics Program Materials and Supplies Available.
(c)_____ Complete Staff (Support and Teaching) Available.

27. SINCE TITLE I WAS BROUGHT INTO YOUR SCHOOL, HAS THE TOTAL NUMBER OF TEACHERS AND OTHER STAFF MEMBERS:

(a)_____ Increased?
(b)_____ Decreased?
(c)_____ Stayed Just about the Same?

28. WHAT KIND, IF ANY, OF IN-SERVICE STAFF DEVELOPMENT TRAINING PROGRAMS HAVE BEEN CARRIED OUT WITH TITLE I MONIES?

(a)_____ NONE
(b)_____ If there has been such training, list the staff participating by length of time (total number of days):

INDICATE TOTAL NUMBER OF DAYS FOR EACH IN THE APPROPRIATE BOX(ES).
("A" through "K" refers to the specific development programs listed below)

STAFF LIST	A	B	C	D	E	F	G	H	I	J	K
1. Instructional Coordinator											
2. Reading Resource Teacher											
3. Math Resource Teacher											
4. Teacher Aides											
5. Pupil Personnel Workers											
6. Pupil Personnel Aides											
7. Staff Assistant											
8. Health Aides											
9. Clinical Psychologists											
10. Psychiatric Social Worker											
11. Speech Therapist											
12. Other (Indicate)											
______________________											

28. (cont'd.) In-Service Staff Development Programs;

(A) Credit Courses (X Number of Semester Hours) D.C.T.C.
(B) Lectures
(C) Observation
(D) Role-Playing
(E) Workshops
(F) Conferences
(G) Seminars
(H) On-going program of continuous In-classroom Assistance
(I) Humanistic Lab (June 19-28,1972)
(J) Pre-Training Workshop (June 28-July 28, 1972)
(K) Planning & Orientation (August 28-September 1, 1972)

29. HOW DO TITLE I READING AND MATHEMATICS RESOURCE TEACHERS COORDINATE THEIR WORK WITH THE REGULAR CLASSROOM TEACHER?

30. IF YOUR ANSWER IN QUESTION 29 WAS BY REMOVING THE TITLE I IDENTIFIED STUDENTS FROM THE REGULAR CLASSROOM:

(a) List the subjects students are being taken from in order to take reading under the heading READING. Also, list the subjects students are being taken from in order to take math under the heading MATH below.

READING		MATH	
1.	__________	1.	__________
2.	__________	2.	__________
3.	__________	3.	__________
4.	__________	4.	__________
5.	__________	5.	__________

(b) Indicate whether the schedule by which students are removed from classes to take reading or math is the same or rotated each week by writing SAME or ROTATE in the appropriate blank provided next to the subjects you listed under the headings READING and MATH above.

31. WHAT IS THE AVERAGE AMOUNT OF TIME SERVICES ARE RENDERED TO TITLE I IDENTIFIED STUDENTS BY THE RESOURCE TEACHERS EACH WEEK?

READING	MATH
Number of Days Per Week__________	Number of Days Per Week________
Number of minutes Per Day________	Number of minutes Per Day______

32. WHAT IS THE AVERAGE PUPIL/RESOURCE TEACHER RATIO IN:

(a)_____Reading
(b)_____Mathematics

33. DID YOU HAVE AVAILABLE THE NECESSARY INFORMATION ABOUT TITLE I (HEALTH-EDUCATION-WELFARE REGULATIONS, OFFICE OF EDUCATION GUIDELINES, DCPS SYSTEM'S PHILOSOPHY ON IMPLEMENTATION) IN ORDER TO EFFECTIVELY ORGANIZE AND CARRY OUT THE PROGRAM AT YOUR SCHOOL?

(a)_____YES
(b)_____NO

34. FROM YOUR KNOWLEDGE OF THIS SCHOOL, DO YOU THINK THAT THE CONCENTRATION OF TITLE I MONIES AT THE KINDERGARTEN THROUGH THIRD-GRADE LEVEL IS THE MOST OPTIMAL ALLOCATION?

(a)_____YES (Go to Question 36.)
(b)_____NO

35. HOW WOULD YOU RECOMMEND ALLOCATING TITLE I MONIES AT THE ELEMENTARY LEVEL?

36. FROM YOUR KNOWLEDGE OF THIS SCHOOL, DO YOU THINK THAT TITLE I MONIES SHOULD BE CONCENTRATED IN THE ACADEMIC AREAS OF READING AND MATH?

(a)_____YES (Go to Question 38.)
(b)_____NO

37. HOW WOULD YOU RECOMMEND CONCENTRATING TITLE I MONIES?

38. DO YOU HAVE ANY INPUT INTO THE DECISION-MAKING AS TO:

	YES	NO
(a) How Title I monies are spent?		
(b) What programs or services are included in Title I programs?		
(c) Who gets Title I services at your school?		

39. GIVEN THE SAME AMOUNT OF TITLE I FUNDS AVAILABLE AT YOUR SCHOOL, DO YOU HAVE ANY RECOMMENDATIONS FOR CHANGING THE PRESENT CRITERIA (SCORING BELOW THE 50th PERCENTILE) FOR IDENTIFYING STUDENTS?

(a)_____YES (Please specify)

(b)_____NO

40. DOES YOUR SCHOOL HAVE THE TOTAL LEARNING CENTER (TLC) COMPONENT?

(a)_____YES
(b)_____NO (Go to Question 45.)

41. WHICH OF THE COMPETITIVE READING PROGRAMS (CRP'S) DO YOU USE IN YOUR TLC? (Please check appropriate one(s):

(a)_____D.C. Heath
(b)_____McGraw-Hill
(c)_____Random-House

42. WHICH MATH PROGRAM(S) DO YOU USE IN YOUR TLC?

(a)_____D.C. Heath
(b)_____Random-House
(c)_____McGraw-Hill

43. ARE THE MATERIALS AND METHODS USED IN QUESTION 41 EFFECTIVE MEANS FOR TEACHING DCPS' IDENTIFIED STUDENTS READING AND MATHEMATICS SKILLS?

(a)_____YES
(b)_____NO (Please indicate why)

44. ARE THE TESTS (METROPOLITAN READINESS TEST, CALIFORNIA ACHIEVEMENT TEST AND COMPREHENSIVE TEST OF BASIC SKILLS) USED TO MEASURE ACHIEVEMENT GAINS SENSITIVE ENOUGH TO DETECT ALL POSSIBLE SIGNIFICANT IMPROVEMENTS IN READING AND MATHEMATICS BY IDENTIFIED STUDENTS?

(a)_____YES
(b)_____NO (Please indicate why)

45. HOW DOES YOUR SCHOOL HANDLE THE SITUATION OF:

(a) The Title I Identified transfer student:

(1) Transferring into your school?

(2) Transferring out of your school?

(b) Grade-to-grade Identified student progression and program continuity?

45. (cont'd.)

(c) Channeling Identified students from one CRP to another in the event of your school's changing it's program configuration?

46. HAS THE TITLE I ADMINISTRATION GIVEN YOUR SCHOOL FISCAL YEAR 1974 GUIDELINES FOR HANDLING:

(a) Title I students transferring into your school?
(1)_____NO
(2)_____YES

(b) Title I students transferring out of your school?
(1)_____NO
(2)_____YES

(c) Grade-to-grade Identified student progression and program continuity?
(1)_____NO
(2)_____YES

47 DOES YOUR SCHOOL HAVE THE MEDIAX PROGRAM FOR DEVELOPING CHILDREN'S PERCEPTUAL SKILLS AS PART OF THE TLC?

(a)_____YES (How has your school incorporated the Mediax into TLC?)

(b)_____NO

48. HOW EFFECTIVE IS MEDIAX AS AN ADJUNCT TO TLC?

(a)_____Very effective
(b)_____Moderately effective
(c)_____Effective
(d)_____Not very effective
(e)_____Ineffective

49. DOES YOUR SCHOOL HAVE THE TITLE I TOTAL LEARNING CENTER SPECIAL EDUCATION COMPONENT FOR EXCEPTIONAL CHILDREN?

(a)_____YES
(b)_____NO (Go to Question 51.)

50. WHAT OTHER TITLE I SCHOOLS "FEED IDENTIFIED STUDENTS TO YOUR CENTER FOR SPECIAL EDUCATION?

(a)_____NONE
(b)_____(Please list the schools, then go to Question 53)

51. IS YOUR SCHOOL A FEEDER SCHOOL FOR A TITLE I SCHOOL EQUIPPED WITH SUCH A CENTER?

(a)_____NO
(b)_____YES (Please list the school)

52. WHAT EFFECT WOULD THE INCLUSION OF A SPECIAL EDUCATION COMPONENT HAVE ON THE OVER-ALL ACHIEVEMENT SCORES OF TITLE I IDENTIFIED STUDENTS AT YOUR SCHOOL? (Please Indicate why)

(a) Negative:

(b) Neutral:

(c) Positive:

53. WHAT PERCENTAGE OF TITLE I IDENTIFIED STUDENTS HAVE BEEN PLACED BACK INTO THE REGULAR CLASSROOM SITUATION? ______________________________

54. IS A TITLE I PROGRAM EMPHASIZING THE DEVELOPMENT OF BASIC SKILLS IN READING AND MATHEMATICS THROUGH AN INDIVIDUALIZED PROGRAM WITH PUPILS PROCEEDING AT SELF-PACED GOALS BETTER SERVED BY:

(a)_____Open-Classroom approach?
(b)_____Self-Contained classroom approach?

55. IN RELATION TO AN INDIVIDUALIZED PROGRAM WITH PUPILS PROCEEDING AT SELF-PACED GOALS, WHICH SHOULD BE EMPHASIZED?

(a)_____Hardware (equipment)
(b)_____Software (method)
(c)_____Both "a" and "b"
(d)_____Neither "a" nor "b"

56. SHOULD TITLE I PARTICIPANTS IN THE DCPS SYSTEM BE IDENTIFIED ON THE BASIS OF: (Please check one)

______Census data determination of low-income families

______On the basis of pupil achievement scores

______Some combination of "a" and "b"

______Other (Please specify)

57. If a child leaves a Title I class, is a new pupil assigned to fill his place? CHECK ALL THAT APPLY.

______Yes

______No (Go to question 58)

______By randomly assigning all available pupils

______No predetermined basis

______Low income

______Indications of low achievement

______Other (specify)

58. On what basis were teachers assigned as Title I teachers? CHECK ALL THAT APPLY.

______Stated teacher preference

______Specialized training

______Previous teaching experience

______No predetermined basis

______Other (specify)

59. Please give your frank appraisal of the effectiveness of the services of each of the following Title I staff members and aspects of the program in meeting the needs of the students in your school using the following scale:

3 - very effective
2 - effective
1 - not very effective
0 - not effective
N - non-applicable

Use line "a" for the rating and line "b" to provide a brief explanation for the rating.

Instructional Coordinator

a.

b.

Reading Resource Teacher

a.

b.

Math Resource Teacher

a.

b.

Pupil Personnel Worker

a.

b.

Pupil Personnel Aide

a.

b.

Staff Assistant

a.

b.

Health Aide

a.

b.

Clinical Psychologist

a.

b.

Psychiatric Social Worker

a.

b.

Speech Therapist

a.

b.

Other (By Position)

a.

b.

60. IN ORDER OF PREFERENCE, LIST THE THREE THINGS YOU LIKED MOST ABOUT YOUR EXPERIENCE AS PRINCIPAL OF A TITLE I SCHOOL.

1.

2.

3.

61. STARTING WITH YOUR BIGGEST GRIPE, LIST THREE THINGS YOU LIKED LEAST ABOUT YOUR TITLE I EXPERIENCE.

1.

2.

3.

62. STARTING WITH THE MOST SIGNIFICANT, WHAT WERE YOUR THREE MOST SIGNIFICANT EXPERIENCES AS THE PRINCIPAL OF A TITLE I SCHOOL?

1.

2.

3.

63. HAVE YOU HAD ANY IN-SERVICE TRAINING THIS YEAR THAT WAS SPECIFICALLY RELATED TO YOUR JOB?

_____YES
_____NO (Go to Question #66)

64. IF YOU HAVE HAD IN-SERVICE TRAINING, PLEASE CHECK IN COLUMN "A" THOSE TRAINING ACTIVITIES IN WHICH YOU PARTICIPATED. FOR EACH ACTIVITY CHECKED IN COLUMN "A" INDICATE THE DEGREE TO WHICH YOU FOUND IT HELPFUL BY CIRCLING THE APPROPRIATE NUMBER UNDER "B".

	Training in which I participated	No Help	Little Help	Some Help	Great Help
On the job training	☐	1	2	3	4
Participation in workshops, conferences and seminars	☐	1	2	3	4
Discussions on methods of dealing with specific problems	☐	1	2	3	4
	Column A	Column B			

65. HOW ADEQUATELY HAS YOUR IN-SERVICE TRAINING PREPARED YOU TO DO YOUR JOB MORE EFFECTIVELY?

a___very adequate
b___adequately
c___not very adequate
d___not adequate

66. ALL THINGS CONSIDERED, HOW DO YOU FIND WORKING AS PRINCIPAL OF A TITLE I SCHOOL?

a___very satisfying
b___fairly satisfying
c___not very satisfying
d___not satisfying

67. PLEASE LIST ANY SUGGESTIONS YOU MIGHT HAVE FOR THIS OR FUTURE YEARS' TITLE I EVALUATIONS.

N. TITLE I PRINCIPAL'S QUESTIONNAIRE
JUNIOR HIGH SCHOOL

1. SCHOOL ENROLLMENT ________________________ SEPT. '72

2. NUMBER OF IDENTIFIED STUDENTS ________________ SEPT. '72

3. SCHOOL ENROLLMENT ________________________ MAY '73

4. NUMBER OF IDENTIFIED STUDENTS ________________ MAY '73

5. INCLUSIVE GRADES ____

6. NUMBER OF YEARS YOU'VE BEEN PRINCIPAL AT THIS SCHOOL ______________

7. WHICH YEARS (FISCAL YEARS, PLEASE) ____________________________

8. NUMBER OF YEARS THIS SCHOOL HAS BEEN A TITLE I SCHOOL ______________

9. WHICH YEARS (FISCAL YEARS, PLEASE) ____________________________

10. PERCENTAGE OF IDENTIFIED STUDENTS IN INCLUSIVE GRADES ______________

11. PERCENTAGE OF IDENTIFIED STUDENTS BY GRADE: (LIST BY SPECIFIC GRADES)

____

12. LIST THE TITLE I STAFF BY PLACING THE NUMBER OF SAME IN THE APPROPRIATE BLANK. (I.E., FULL OR PART-TIME, AND THE MONTH THEY BEGAN IN TITLE I) IF NONE,PLEASE CHECK NONE COLUMN.

	FULL TIME	PART TIME	MONTH BEGAN	NONE
INSTRUCTIONAL COORDINATOR				
READING RESOURCE TEACHER				
MATH RESOURCE TEACHER				
PUPIL PERSONNEL WORKER				
STAFF ASSISTANT				
HEALTH AIDE				
CLINICAL PSYCHOLOGIST				
PSYCHIATRIC SOCIAL WORKER				
SPEECH THERAPIST				
OTHER (BY POSITION)				

13. IS THERE A TITLE I PARENT ADVISORY COUNCIL (PAC) IN YOUR SCHOOL?

(a) _____ YES
(b) _____ NO (Go to question #16)

14. WHAT IS THE MAKE-UP OF THE PAC? (PLEASE INDICATE THE NUMBER IN THE BLANK PROVIDED).

a _____ Non-School Affiliated Community
b _____ Parents of Non-Title Identified Students
c _____ Parents of Title I Identified Students
d _____ Principal
e _____ Teachers

15. HOW OFTEN DOES PAC MEET?

16. DOES YOUR SCHOOL HAVE THE PAID VOLUNTEER CORPS (PVC)?

(a)_____YES
(b)_____NO (Go to question)

17. HOW MANY PARTICIPATING PARENTS DID YOUR SCHOOL HAVE THE FIRST SEMESTER OF THE PRESENT SCHOOL YEAR? ______________________________

18. ARE ALL THE PARTICIPANTS PARENTS OF TITLE I IDENTIFIED STUDENTS?

(a)_____YES
(b)_____NO

19. HOW WERE THE PARTICIPANTS SELECTED?

20. DOES YOUR SCHOOL USE THE SAME PARTICIPANTS EACH WEEK OR ROTATE THEM?

(a)_____Same
(b)_____Rotate (If so, please state on what basis).

21. HOW DOES YOUR SCHOOL INVOLVE THE PVC PARTICIPANTS IN PROGRAM ACTIVITIES?

(a)_____Attend Skill Workshops Day
(b)_____As Classroom Aides
(c)_____Providing tutorial services to Identified students after school hours.
(d)_____As Teacher Aides
(e)_____As Health Aides
(f)_____Extending their training via a Staff Development component
(g)_____None of the above
(h)_____Other (Please Indicate)

22. IN FISCAL YEAR 1974 TITLE I PROGRAM, WOULD YOU RECOMMEND THAT THE PVC BE:

(a)_____Expanded to include more participants
(b)_____De-emphasized, including fewer participants
(c)_____Phased out entirely
(d)_____Other (Specify)

23. WHAT IS THE BASIS FOR THIS RECOMMENDATION?

WHAT DATE (MONTH) DID YOUR SCHOOL BEGIN THIS YEAR'S TITLE I PROGRAM
____________________________MONTH

24. PLEASE INDICATE THE DATE (MONTH) YOU HAD AVAILABLE:

(a)_____ Fall 1972 Identified Students Lists from 50% Criteria Available.

(b)_____ Reading and Mathematics Program Materials and Supplies Available.

(c)_____ Complete Staff (Support and Teaching) Available.

25. SINCE THE TITLE I PROGRAM WAS BROUGHT TO YOUR SCHOOL, HAS THE TOTAL NUMBER OF TEACHERS AND OTHER STAFF MEMBERS:

(a)_____ Increased?

(b)_____ Decreased?

(c)_____ Stayed Just about the Same?

26. WHAT KIND, IF ANY, OF IN-SERVICE STAFF DEVELOPMENT TRAINING PROGRAMS HAVE BEEN CARRIED OUT WITH TITLE I MONIES?

(a)_____ NONE
(b)_____ If there has been such training, list the staff participating by length of time (total number of days):

INDICATE TOTAL NUMBER OF DAYS FOR EACH IN THE APPROPRIATE BOX(ES). ("A" through "K" refers to the specific development programs listed below):

STAFF LIST	A	B	C	D	E	F	G	H	I	J	K
1. Instructional Coordinator											
2. Reading Resource Teacher											
3. Math Resource Teacher											
4. Teacher Aides											
5. Pupil Personnel Workers											
6. Pupil Personnel Aides											
7. Staff Assistant											
8. Health Aides											
9. Clincial Psychologists											
10. Psychiatric Social Worker											
11. Speech Therapist											
12. Other (Indicate)											

In-Service Staff Development Programs:

(A) Credit Courses (X Number of Semester Hours) D.C.T.C.
(B) Lectures
(C) Observation
(D) Role-Playing
(E) Workshops
(F) Conferences
(G) Seminars
(H) On-going program of continuous In-classroom Assistance
(I) Humanistic Lab (June 19-28 1972)
(J) Pre-Training Workshop (June 28-July 28, 1972)
(K) Planning & Orientation (august 28-September 1, 1972)

27. HOW DO TITLE I READING AND MATHEMATICS RESOURCE TEACHERS COORDINATE THEIR WORK WITH THE REGULAR CLASSROOM TEACHER?

28. IF YOUR ANSWER IN QUESTION 27 WAS BY REMOVING THE TITLE I IDENTIFIED STUDENTS FROM THE REGULAR CLASSROOM:

(a) List the subjects students are being taken from in order to take reading under the heading READING. Also, list the subjects students are being taken from in order to take MATHEMATICS under the heading MATHEMATICS below:

READING		MATHEMATICS	
1.	________	1.	________
2.	________	2.	________
3.	________	3.	________
4.	________	4.	________
5.	________	5.	________

(b) Indicate whether the schedule by which students are removed from classes to take reading or math is the same or rotated each week by writing SAME or ROTATE in the appropriate blank provided and MATH above.

29. WHAT IS THE AVERAGE AMOUNT OF TIME SERVICES ARE RENDERED TO TITLE I IDENTIFIED STUDENTS BY THE RESOURCE TEACHERS EACH WEEK?

READING	MATH
a. Number of Days Per Week ____	c. Number of Days Per Week ____
b. Number of minutes Per Day ____	d. Number of minutes Per Day ____

30. WHAT IS THE AVERAGE PUPIL/RESOURCE TEACHER RATIO IN:

(a) ______ Reading
(b) ______ Mathematics

31. DID YOU HAVE AVAILABLE THE NECESSARY INFORMATION ABOUT TITLE I (HEALTH-EDUCATION-WELFARE REGULATIONS, OFFICE OF EDUCATION GUIDELINES, DCPS SYSTEM'S PHILOSOPHY ON IMPLEMENTATION) IN ORDER TO EFFECTIVELY ORGANIZE AND CARRY OUT THE PROGRAM AT YOUR SCHOOL?

(a) ______ YES
(b) ______ NO

32. FROM YOUR KNOWLEDGE OF THIS SCHOOL, DO YOU THINK THAT THE CONCENTRATION OF TITLE I MONIES AT THE 7th GRADE LEVEL IS THE MOST OPTIMAL ALLOCATION?

(a) ______ YES (Go to Question 34.)
(b) ______ NO

33. HOW WOULD YOU RECOMMEND ALLOCATING TITLE I MONIES AT THE SECONDARY LEVEL?

34. FROM YOUR KNOWLEDGE OF THIS SCHOOL, DO YOU THINK THAT TITLE I MONIES SHOULD BE CONCENTRATED IN THE ACADEMIC AREAS OF READING AND MATH?

(a) _____ YES (Go to Question)
(b) _____ NO

35. HOW WOULD YOU RECOMMEND CONCENTRATING TITLE I MONIES?

36. DO YOU HAVE ANY INPUT INTO THE DECISION-MAKING AS TO:

	YES	NO
(a) How Title I monies are spent?		
(b) What programs or services are included in Title I programs?		
(c) Who gets Title I services at your school?		

37. GIVEN THE SAME AMOUNT OF TITLE I FUNDS AVAILABLE AT YOUR SCHOOL, DO YOU HAVE ANY RECOMMENDATIONS FOR CHANGING THE PRESENT CRITERIA (SCORING BELOW THE 50th PERCENTILE) FOR IDENTIFYING STUDENTS?

(a) _____ YES (Please Specify)

(b) _____ NO

38. PROVIDE THE STARTING DATES FOR THE FOLLOWING TITLE I PROGRAMS THAT MAY BE IN OPERATION AT YOUR SCHOOL (PLEASE CHECK THE APPROPRIATE ONES AND INDICATE THE MONTH EACH BEGAN BY:

(a) Identified student singled out for participation
(b) Program materials and supplies on site
(c) Selected staff (support and teaching) on site

A. Careers in Building Trades

a_____

b_____

c_____

B. Introduction to building trades

a______

b______

c______

C. Widening Horizons

a______

b______

c______

D. Youth-Serving-Youth

a______

b______

c______

E. Other (Please Indicate)____

a______

b______

c______

F. None in operation

a_______ b_______ c_______

39. IF YOUR ANSWER TO THE ABOVE QUESTION WAS OTHER THAN "F", PLEASE GIVE THE FOLLOWING DATA FOR EACH CHOICE.

I. Number of Title I Identified students per program

A. ____
B. ____
C. ____
D. ____
E. ____

II. How Title I students were selected for each program

A. ____
B. ____
C. ____
D. ____
E. ____

40. DOES YOUR SCHOOL HAVE A SECONDARY REINFORCEMENT LEARNING CENTER (SRLC)?

A _____ Yes
B _____ No (Go to question)

41. HOW CLOSE TO BEING 100% OPERATIONAL IS IT? (Percentage please)

42. ARE THE MATERIALS AND METHODS USED IN SRLC EFFECTIVE IN TEACHING DCPS' IDENTIFIED STUDENTS?

a____ Yes
b____ No (If so, why?) ______________________________
____

43. IF YOUR SCHOOL DOES NOT HAVE SRLC, WERE DO TITLE I MONIES ALLOCATED AND DISBURSED FOR SUCH PURPOSES?

a____ Yes
b____ No (Go to question)

44. ARE THE PRESCRIPTIVE READING TEST, PRESCRIPTIVE MATH TEST, AND THE COMPREHENSIVE TEST OF BASIC SKILLS SENSITIVE TO ANY POSSIBLE SIGNIFICANT STUDENT ACHIEVEMENT GAIN?

a____ Yes
b____ No (If so, why?) ______________________________
____

45. WHICH OF THE FOLLOWING DO YOU USE IN YOUR SRLC?

a____ Education Development Laboratory (EDL)
b____ Mediax
c____ Neither

46. HOW WAS MEDIAX AND/OR EDL BEEN INCORPORATED INTO YOUR SRLC?

47. HOW EFFECTIVE IS MEDIAX AND/OR EDL AS AN ADJUNCT TO SRLC?

a____ Very effective
b____ Moderately effective
c____ Effective
d____ Not very effective
e____ Ineffective

48. WHAT MATERIALS AND METHODS ARE BEING USED IN YOUR SCHOOL TO TEACH DCPS' IDENTIFIED STUDENTS READING AND MATHEMATICS SKILLS?

a____ YES
b____ No (IF SO, WHY?) ____
____

49. HOW DOES YOUR SCHOOL HANDLE THE SITUATION OF:
(a) The Title I Identified transfer student:
(1) Transferring into your school?

(2) Transferring out of your school?

(b) Grade-to-grade Identified student progression and program continuity?

(c) Channeling Identified students from one CRP to another in the event of your school's changing it's program configuration?

50. HAS THE TITLE I ADMINISTRATION GIVEN YOUR SCHOOL FISCAL YEAR 1974 GUIDELINES FOR HANDLING:

(a) Title I students transferring into your school?
(1) ______NO
(2) ______YES

(b) Title I students transferring out of your school?
(1) _____NO
(2) _____YES

(c) Grade-to-grade Identified student progression and program continuity?

(1) _____NO
(2) _____NO (Go to Question)

51. DOES YOUR SCHOOL HAVE THE TITLE I LEARNING CENTER FOR SPECIAL EDUCATION COMPONENT FOR EXCEPTIONAL CHILDREN?

(a) _____YES
(b) _____NO (GO to question)

52. WHAT OTHER TITLE I SCHOOLS FEED IDENTIFIED STUDENTS TO YOUR CENTER FOR SPECIAL EDUCATION?

(a) ______NONE
(b) ______(Please list the schools, then go to Question)

53. IS YOUR SCHOOL A FEEDER SCHOOL FOR A TITLE I SCHOOL EQUIPPED WITH SUCH A CENTER?

(a) _____NO
(b) _____YES (Please list the school)

54. WHAT EFFECT WOULD THE INCLUSION OF A SPECIAL EDUCATION COMPONENT HAVE ON THE OVER-ALL ACHIEVEMENT SCORES OF TITLE I IDENTIFIED STUDENTS AT YOUR SCHOOL? (Please indicate why?)

(a) Negative:

(b) Neutral:

(c) Positive:

55. WHAT PERCENTAGE OF TITLE I IDENTIFIED STUDENTS HAVE BEEN PLACED BACK INTO THE REGULAR CLASSROOM SITUATION? ______________________________

56. IS A TITLE I PROGRAM EMPHASIZING THE DEVELOPMENT OF BASIC SKILLS IN READING AND MATHEMATICS THROUGH AN INDIVIDUALIZED PROGRAM WITH PUPILS PROCEEDING AT SELF-PACED GOALS BETTER SERVED BY:

(a) ______Open Classroom approach?
(b) ______Self-Contained classroom approach?

57. IN RELATION TO AN INDIVIDUALIZED PROGRAM WITH PUPILS PROCEEDING AT SELF-PACED GOALS, WHICH SHOULD BE EMPHASIZED?

(a) _____Hardware (equipment)
(b) _____Software (method)
(c) _____Both "a" and "b"
(d) _____Neither "a" nor "b"

58. SHOULD TITLE I PARTICIPANTS IN THE DCPS SYSTEM BE IDENTIFIED ON THE BASIS OF: (Please check one):

_____Census data determination of low-income families

_____On the basis of pupil achievement scores

_____Some combination of "a" and "b"

_____Other (Please specify)

59. IF A CHILD LEAVES A TITLE I CLASS, IS A NEW PUPIL ASSIGNED TO FILL HIS PLACE? (Check all that apply)

_____ Yes

_____ No (Go to Question)

_____ By randomly assigning all available pupils

_____ No predetermined basis

_____ Low income

_____ Indications of low achievement

_____ Other (specify)

60. ON WHAT BASIS WERE TEACHERS ASSIGNED AS TITLE I TEACHERS? Check all that apply.

_____ Stated teacher preference

_____ Specialized training

_____ Previous teaching experience

_____ No predetermined basis

_____ Other (specify)

61. PLEASE GIVE YOUR FRANK APPRAISAL OF THE EFFECTIVENESS OF THE SERVICES OF EACH OF THE FOLLOWING TITLE I STAFF MEMBERS AND ASPECTS OF THE PROGRAM IN MEETING THE NEEDS OF THE STUDENTS IN YOUR USING THE FOLLOWING SCALE:

3 - very effective
2 - effective
1 - not very effective
0 - not effective
N - non-applicable

USE LINE "a" FOR THE RATING AND LINE "b" TO PROVIDE A BRIEF EXPLANATION FOR THE RATING

Instructional Coordinator

a.

b.

Reading Resource Teacher

a.

b.

Math Resource Teacher

a.

b.

Pupil Personnel Worker

a.

b.

Pupil Personnel Aide

a.

b.

Staff Assistant

a.

b.

Health Aide

a.

b.

Clinical Psychologist

a.

b.

Psychiatric Social Worker

a.

b.

Speech Therapist

a.

b.

Other (By Position)

a.

b.

62. IN ORDER OF PREFERENCE, LIST THE THREE THINGS YOU LIKED MOST ABOUT YOUR EXPERIENCE AS PRINCIPAL OF A TITLE I SCHOOL.

1.

2.

3.

63. STARTING WITH YOUR BIGGEST GRIPE, LIST THREE THINGS YOU LIKED LEAST ABOUT YOUR TITLE I EXPERIENCE.

1.

2.

3.

64. STARTING WITH YOUR SIGNIFICANT, WHAT WERE YOUR THREE MOST SIGNIFICANT EXPERIENCES AS THE PRINCIPAL OF A TITLE I SCHOOL?

1.

2.

3.

65. HAVE YOU HAD ANY IN-SERVICE TRAINING THIS YEAR WAS SPECIFICALLY RELATED TO YOUR JOB?

_____ YES _____ NO

66. IF YOU HAVE HAD IN-SERVICE TRAINING, PLEASE CHECK IN COLUMN "A" THOSE TRAINING ACTIVITIES IN WHICH YOU PARTICIPATED. FOR EACH ACTIVITY CHECKED IN COLUMN "A" INDICATE THE DEGREE TO WHICH YOU FOUND IT HELPFUL BY CIRCLING THE APPROPRIATE NUMBER UNDER "B".

	A	B			
	Training in which	No Help	Little Help	Some Help	Great Help
On the job training	______	1	2	3	4
Participation in workshops, conferences and seminars	______	1	2	3	4
Discussions on methods of dealing with specific problems	______	1	2	3	4

67. HOW ADEQUATELY HAS YOUR IN-SERVICE TRAINING PREPARED YOU TO DO YOUR JOB MORE EFFECTIVELY?

a_____very adequately
b_____adequately
c_____not very adequate
d_____not adequate

68. ALL THINGS CONSIDERED, HOW DO YOU FIND WORKING AS PRINCIPAL OF A TITLE I SCHOOL?

a_____ very satisfying
b_____ fairly satisfying
c_____ not very satisfying
d_____ not satisfying

69. PLEASE LIST ANY SUGGESTIONS YOU MIGHT HAVE FOR THIS OR FUTURE YEARS' TITLE I EVALUATIONS.

O. TITLE I PRINCIPAL'S QUESTIONNAIRE (NON-PUBLIC)

1. SCHOOL ENROLLMENT____________________________SEPT. '72

2. NUMBER OF IDENTIFIED STUDENTS_________________SEPT. '72

3. SCHOOL ENROLLMENT____________________________MAY '73

4. NUMBER OF IDENTIFIED STUDENTS_________________MAY '73

5. INCLUSIVE GRADES____

6. NUMBER OF YEARS YOU'VE BEEN PRINCIPAL AT THIS SCHOOL____________________

7. WHICH YEARS (FISCAL YEARS, PLEASE)______________________________________

8. NUMBER OF YEARS THIS SCHOOL HAS BEEN A TITLE I SCHOOL__________________

9. WHICH YEARS (FISCAL YEARS, PLEASE)______________________________________

10. PERCENTAGE OF IDENTIFIED STUDENTS IN INCLUSIVE GRADES__________________

11. PERCENTAGE OF IDENTIFIED STUDENTS BY GRADES: (LIST BY SPECIFIC GRADES)

____

12. LIST THE TITLE I STAFF BY PLACING THE NUMBER OF SAME IN THE APPROPRIATE BLANK. (I.E., FULL OR PART-TIME, AND THE MONTH THEY BEGAN IN TITLE I). IF NONE, PLEASE CHECK NONE COLUMN.

	FULL TIME	PART TIME	MONTH BEGAN	NONE
INSTRUCTIONAL COORDINATOR				
READING RESOURCE TEACHER				
MATH RESOURCE TEACHER				
PUPIL PERSONNEL WORKER				
PUPIL PERSONNEL AIDE				
STAFF ASSISTANT				
HEALTH AIDE				
CLINICAL PSYCHOLOGIST				
PSYCHIATRIC SOCIAL WORKER				
SPEECH THERAPIST				
OTHER (BY POSITION)				
______				
______				

13. IS THERE A TITLE I PARENT ADVISORY COUNCIL (PAC) IN YOUR SCHOOL?

(a)_____YES
(b)_____NO (Go to Question #16)

14. WHAT IS THE MAKE-UP OF THE PAC? (PLEASE INDICATE THE NUMBER IN THE BLANK PROVIDED.)

a_____Non-School Affiliated Community
b_____Parents of Non-Title Identified Students
c_____Parents of Title I Identified Students
d_____Principal
e_____Teachers

15. HOW OFTEN DOES PAC MEET?

16. DOES YOUR SCHOOL HAVE THE PAID VOLUNTEER CORPS (PVC)?

(a)_____YES
(b)_____NO (Go to Question #24)

17. HOW MANY PARTICIPATING PARENTS DID YOUR SCHOOL HAVE THE FIRST SEMESTER OF THE PRESENT SCHOOL YEAR? ______________________________

18. ARE ALL THE PARTICIPANTS PARENTS OF TITLE I IDENTIFIED STUDENTS?

(a)_____YES
(b)_____NO

19. HOW WERE THE PARTICIPANTS SELECTED?

20. DOES YOUR SCHOOL USE THE SAME PARTICIPANTS EACH WEEK OR ROTATE THEM?

(a)_____Same
(b)_____Rotate (If so, please state on what basis.)

21. HOW DOES YOUR SCHOOL INVOLVE THE PVC PARTICIPANTS IN PROGRAM ACTIVITIES?

(a)_____Attend Skill Workshop Day
(b)_____As Classroom Aides
(c)_____Providing tutorial services to Identified students after school hours.
(d)_____As Teacher Aides
(e)_____As Health Aides
(f)_____Extending their training via a Staff Development component
(g)_____None of the above
(h)_____Other (Please Indicate)

22. IN FISCAL YEAR 1974 TITLE I PROGRAM, WOULD YOU RECOMMEND THAT THE PVC BE:

(a)_____Expanded to include more participants
(b)_____De-emphasized, including fewer participants
(c)_____Phased out entirely
(d)_____Other (Specify)

23. WHAT IS THE BASIS FOR THIS RECOMMENDATION?

WHAT DATE (MONTH) DID YOUR SCHOOL BEGIN THIS YEAR'S TITLE I PROGRAM?

____ month

24. PLEASE INDICATE THE DATE (MONTH) YOU HAD AVAILABLE:

(a)_____Fall 1972 Identified Students Lists from 50% Criteria Available.
(b)_____Reading and mathematics Program Materials and Supplies Available.
(c)_____Complete Staff (Support and Teaching) Available.

25. SINCE TITLE I WAS BROUGHT INTO YOUR SCHOOL, HAS THE TOTAL NUMBER OF TEACHERS AND OTHER STAFF MEMBERS:

(a)_____Increased
(b)_____Decreased
(c)_____Stayed Just about the Same?

26. WHAT KIND, IF ANY, IN-SERVICE STAFF DEVELOPMENT TRAINING PROGRAMS HAVE BEEN CARRIED OUT WITH TITLE I MONIES?

(a)_____NONE
(b)_____If there has been such training, list the staff participating by length of time (total number of days):

INDICATE TOTAL NUMBER OF DAYS FOR EACH IN THE APPROPRIATE BOX(ES) ("A" through "K" refers to the specific development programs listed below)

STAFF	A	B	C	D	E	F	G	H	I	J	K
1. Instructional Coordinator											
2. Reading Resource Teacher											
3. Math Resource Teacher											
4. Teacher Aides											
5. Pupil Personnel Workers											
6. Pupil Personnel Aides											
7. Staff Assistant											
8. Health Aides											
9. Clinical Psychologist											
10. Psychiatric Social Worker											
11. Speech Therapist											
12. Other (Indicate)											

In-Service Staff Development Programs:

(A) Credit Courses (X Number of Semester Hours) D.C.T.C.
(B) Lectures
(C) Observation
(D) Role-Playing
(E) Workshops
(F) Conferences
(G) Seminars
(H) On-going program of continuous In-classroom Assistance
(I) Humanistic Lab (June 19-28 1972)
(J) Pre-Training Workshop (June 28-July 28, 1972)
(K) Planning & Orientation (August 28-September 1, 1972)

27. HOW DO TITLE I READING AND MATHEMATICS RESOURCE TEACHERS COORDINATE THEIR WORK WITH THE REGULAR CLASSROOM TEACHER?

28. IF YOUR ANSWER IN QUESTION 27 WAS BY REMOVING THE TITLE I IDENTIFIED STUDENTS FROM THE REGULAR CLASSROOM:

(a) List the subjects students are being taken from in order to take reading under the heading READING. Also, list the subjects students are being taken from in order to take math under the heading MATH below.

READING		MATH	
1.	________	1.	________
2.	________	2.	________
3.	________	3.	________
4.	________	4.	________
5.	________	5.	________

(b) Indicate whether the schedule by which students are removed from classes to take reading or math is the same or rotated each week by writing SAME or ROTATE in the appropriate blank provided next to the subjects you listed under the headings READING and MATH above.

29. WHAT IS THE AVERAGE AMOUNT OF TIME SERVICES RENDERED TO TITLE I IDENTIFIED STUDENTS BY THE RESOURCE TEACHERS EACH WEEK?

READING	MATH
a. Number of Days Per Week _____	c. Number of Days Per Week _____
b. Number of minutes Per Day ___	d. Number of minutes Per Day ___

30. WHAT IS THE AVERAGE PUPIL/RESOURCE TEACHER ratio in:

(a)_____Reading
(b)_____Mathematics

31. DID YOU HAVE AVAILABLE THE NECESSARY INFORMATION ABOUT TITLE I (HEALTH-EDUCATION-WELFARE REGULATIONS, OFFICE OF EDUCATION GUIDELINES, DCPS SYSTEM'S PHILOSOPHY ON IMPLEMENTATION) IN ORDER TO EFFECTIVELY ORGANIZE AND CARRY OUT THE PROGRAM AT YOUR SCHOOL?

(a)_____YES
(b)_____NO

32. FROM YOUR KNOWLEDGE OF THIS SCHOOL, DO YOU THINK THAT THE CONCENTRATION OF TITLE I MONIES ARE BEING OPTIMALLY ALLOCATED.

(a)_____YES
(b)_____NO

33. HOW WOULD YOU RECOMMEND CONCENTRATING TITLE I MONIES?

34. DO YOU HAVE ANY INPUT INTO THE DECISION-MAKING AS TO:

	YES	NO
(a) How Title I monies are spent?		
(b) What programs or services are included in Title I programs?		
(c) Who gets Title I services at your school?		

35. GIVEN THE SAME AMOUNT OF TITLE I FUNDS AVAILABLE AT YOUR SCHOOL, DO YOU HAVE ANY RECOMMENDATIONS FOR CHANGING THE PRESENT CRITERIA (SCORING BELOW THE 50th PERCENTILE) FOR IDENTIFYING STUDENTS?

(a)_____YES (Please specify)

(b)_____NO

36. HOW DOES YOUR SCHOOL HANDLE THE SITUATION OF:

(a) The Title I Identified transfer student:
(1) Transferring into your school?

(2) Transferring out of your school?

(b) Grade-to-grade Identified student progression and program continuity?

(c) Channeling Identified students from one CRP to another in the event of your school's changing it's program configuration?

37. HAS THE TITLE I ADMINISTRATION GIVEN YOUR SCHOOL FISCAL YEAR 1974 GUIDELINES FOR HANDLING;

(a) Title I students transferring into your school?
(1)_____NO
(2)_____YES

(b) Title I students transferring out of your school?
(1)_____NO
(2)_____YES

(c) Grade-to-grade Identified student progression and program continuity?
(1)_____NO
(2)_____YES

38. DOES YOUR SCHOOL HAVE THE TITLE I TOTAL LEARNING CENTER SPECIAL EDUCATION COMPONENT FOR EXCEPTIONAL CHILDREN?

(a)_____YES
(b)_____NO (Go to Question)

39. WHAT OTHER TITLE I SCHOOLS "FEED IDENTIFIED STUDENTS TO YOUR CENTER FOR SPECIAL EDUCATION?

(a)_____NONE
(b)_____(Please list the schools, then go to Question)

40. IS YOUR SCHOOL A FEEDER SCHOOL FOR A TITLE I SCHOOL EQUIPPED WITH SUCH A CENTER?

(a)_____NO
(b)_____YES (Please list the school)

41. WHAT EFFECT WOULD THE INCLUSION OF A SPECIAL EDUCATION COMPONENT HAVE ON THE OVER-ALL ACHIEVEMENT SCORES OF TITLE I IDENTIFIED STUDENTS AT YOUR SCHOOL?
(Please indicate why)

(a) Negative:

(b) Neutral:

(c) Positive:

42. WHAT PERCENTAGE OF TITLE I IDENTIFIED STUDENTS HAVE BEEN PLACED BACK INTO THE REGULAR CLASSROOM SITUATION? ______________________________

43. IS A TITLE I PROGRAM EMPHASIZING THE DEVELOPMENT OF BASIC SKILLS IN READING AND MATHEMATICS THROUGH AN INDIVIDUALIZED PROGRAM WITH PUPILS PROCEEDING AT SELF-PACED GOALS BETTER SERVED BY:

(a)_____Open-Classroom approach?
(b)_____Self-Contained Classroom approach?

44. IN RELATION TO AN INDIVIDUALIZED PROGRAM WITH PUPILS PROCEEDING AT SELF-PACED GOALS, WHICH SHOULD BE EMPHASIZED?

(a)_____Hardware(equipment)
(b)_____Software (method)
(c)_____Both "a" and "b"
(d)_____Neither "a" nor "b"

45. SHOULD TITLE I PARTICIPANTS IN THE DCPS SYSTEM BE IDENTIFIED ON THE BASIS OF: (Please check one)

_____Census date determination of low-income families

_____On the basis of pupil achievement scores

_____Some combination of "a" and "b"

_____Other (Please specify)

46. IF A CHILD LEAVES A TITLE I CLASS, IS A NEW PUPIL ASSIGNED TO FILL HIS PLACE? CHECK ALL THAT APPLY.

_____Yes

_____No

_____By randomly assigning all available pupils

_____No predetermined basis

_____Low income

_____Indications of low achievement

_____Other (specify)

47. ON WHAT BASIS WERE TEACHERS ASSIGNED AS TITLE I TEACHERS? CHECK ALL THAT APPLY.

_____Stated teacher preference

_____Specialized training

_____Previous teaching experience

_____No predetermined basis

_____Other (specify)

48. PLEASE GIVE YOUR FRANK APPRAISAL OF THE EFFECTIVENESS OF THE SERVICES OF EACH OF THE FOLLOWING TITLE I STAFF MEMBERS AND ASPECTS OF THE PROGRAM IN MEETING THE NEEDS OF THE STUDENTS IN YOUR SCHOOL USING THE FOLLOWING SCALE:

3 - very effective
2 - effective
1 - not very effective
0 - not effective
N - non-applicable

USE LINE "a" FOR THE RATING AND LINE "b" TO PROVIDE A BRIEF EXPLANATION

Instructional Coordinator

a.

b.

Reading Resource Teacher

a.

b.

Math Resource Teacher

a.

b.

Pupil Personnel Worker

a.

b.

Pupil Personnel Aide

a.

b.

Staff Assistant

a.

b.

Health Aide

a.

b.

Clinical Psychologist

a.

b.

Psychiatric Social Worker

a.

b.

Speech Therapist

a.

b.

Other (By Position)

a.

b.

49. IN ORDER OF PREFERENCE, LIST THE THREE THINGS YOU LIKED MOST ABOUT YOUR EXPERIENCE AS PRINCIPAL OF A TITLE I SCHOOL.

1.

2.

3.

50. STARTING WITH YOUR BIGGEST GRIPE, LIST THREE THINGS YOU LIKED LEAST ABOUT YOUR TITLE I EXPERIENCE.

1.

2.

3.

51. STARTING WITH THE MOST SIGNIFICANT, WHAT WERE YOUR THREE MOST SIGNIFICANT EXPERIENCES AS THE PRINCIPAL OF A TITLE I SCHOOL?

1.

2.

3.

52. HAVE YOU HAD ANY IN-SERVICE TRAINING THIS YEAR THAT WAS SPECIFICALLY RELATED TO YOUR JOB?

_____YES

_____NO

53. IF YOU HAVE HAD IN-SERVICE TRAINING, PLEASE CHECK IN COLUMN "A" THOSE TRAINING ACTIVITIES IN WHICH YOU PARTICIPATED. FOR EACH ACTIVITY CHECKED IN COLUMN "A" INDICATE THE DEGREE TO WHICH YOU FOUND IT HELPFUL BY CIRCLING THE APPROPRIATE NUMBER UNDER "B".

	Training in which I participated	No help	Little help	Some help	Great help
On the job training	☐	1	2	3	4
Participation in workshops, conferences, and seminars	☐	1	2	3	4
Discussions on methods of dealing with specific problems	☐	1	2	3	4

54. HOW ADEQUATELY HAS YOUR IN-SERVICE TRAINING PREPARED YOU TO DO YOUR JOB MORE EFFECTIVELY?

a_____very adequate
b_____adequately
c_____not very adequate
d_____not adequate

55. ALL THINGS CONSIDERED, HOW DO YOU FIND WORKING AS PRINCIPAL OF A TITLE I SCHOOL?

a_____very satisfying
b_____fairly satisfying
c_____not very satsifying
d_____not satisfying

56. PLEASE LIST ANY SUGGESTIONS YOU MIGHT HAVE FOR THIS OR FUTURE YEARS' TITLE I EVALUATIONS

P. PARENT ADVISORY COMMITTEE QUESTIONNAIRE

This questionnaire is a part of a study to evaluate the D.C. Public Schools Title I Program. The purpose of the study is to collect information that will be useful to decision-makers like yourself in program development and evaluation. We are asking you to share your experiences by completing this questionnaire.

1. In your opinion, what are the goals of the Parent Advisory Committee?

   a___Involve parents and school personnel in a cooperative effort to increase educational opportunities for Title I children.

   b___Improve home-school relationships

   c___To help Title I personnel to identify the needs of Title I children

   d___To involve parents in the education of their children

   e___Other (Please specify)________________________________

2. Which group(s) make up the PAC?

   a___parents of Title I children
   b___parents of non-Title I children
   c___community people not connected with the school
   d___principals
   e___teachers
   f___other (please specify)________________________________

3. How are parents selected for PAC participation?

   a___by principal
   b___by teachers
   c___by the PTA
   d___by civic groups
   e___other (please specify)________________________________

4. Were you an active participant in your school's affairs before becoming a PAC member?

   a___yes
   b___no

5. Which area(s) was PAC involved in during present school year (FY 73)? (Check all that apply)

   a___program development
   b___program implementation
   c___program evaluation
   d___staff selection
   e___teacher selection
   f___student need identification
   g___program planning
   h___workshop, seminars, conferences, etc.
   i___other (please specify)________________________________

6. How would you rate the PAC's involvement in each of the following areas? (please check the appropriate box)

	Quite Sufficient	Sufficient	Not Sufficient
a. Program development			
b. Program implementation			
c. Program evaluation			
d. Staff selection			
e. Teacher selection			
f. Student need identification			
g. Program planning			
h. Workshops, seminars, conferences			
i. Other (please specify)			

7. How is communication maintained between PAC and other parts of Title I?

a___no communications (go to question #9)
b___workshops, seminars, conferences, etc.
c___meetings
d___newsletters
e___other (please specify)________________________________

8. How would you rate existing communication between PAC and other parts of Title I?

a___very effective
b___moderately effective
c___effective
d___not very effective
e___ineffective (If so, how could it be improved?)

9. How does PAC communicate with other parents?

a___no communications
b___workshops, seminars, conferences
c___meetings
d___newsletters
e___other (please specify)

10. In your opinion, which one of the following parts of the Title I program was most beneficial to students?

a___pupil personnel services
b___reading
c___mathematics
d___health
e___speech
f___cultural enrichment
g___parent volunteer corps
h___health aides
i___educational aides
j___Title I staff assistants
k___pilot career foundations
l___special education learning centers
m___other (please specify)

11. What three major problems has PAC encountered?

1.

2.

3.

12. In order of preference, list the three things you liked most about your experience.

1.

2.

3.

13. Starting with your biggest gripe, list the three things you liked least about your PAC experience.

1.

2.

3.

14. Starting with the most significant, what were your three most significant experiences as a member of the PAC?

    1.

    2.

    3.

15. Beginning with the most important, what recommendations would you make to improve PAC's effectiveness?

    1.

    2.

    3.

16. In your opinion, what percent of PAC's objectives for this year (FY 73) were achieved?

    INSTRUCTIONS: Use any numeral between 1-100 to represent the extent to which you believe PAC achieved its objectives for this year. (For example, 10%, 53%, 37%, 89%, etc.)

    Write numeral here____________

Q. Interview with Respondents in Title I Communities

Name of Interviewer: ______________________________

Time: ______ Morning   Date: ______________

______ Afternoon   Case Number: ______________

______ Evening

Cluster Number ______________ Census Tract ______________

Block Number ______________ Corner Start ______________

Location of Unit ______________ Counting Direction ______________

Boundaries

North ______________ East ______________

South ______________ West ______________

Place of residence ______________________________

	1 adult	2 adults	3 adults	4 adults or more
0 Men	Adult	Oldest Woman	Oldest Woman	Youngest Woman
1 Man	Adult	Woman	Youngest Woman	Man
2 Men		Youngest Man	Youngest Man	Youngest Man
3 Men			Oldest Man	Woman or Youngest Woman
4 or More				Youngest Man

NUMBER OF ADULTS IN HOUSING UNIT

Number of call backs ______

Reason for no interview ____

____

1. Do you have a child in a neighborhood

______ junior high school?

______ elementary school?

______ non-public (grades 1 thru 8)?

2. Are you familiar with the Title I program in the District of Columbia Public Schools? Check appropriate components below.

______ Yes

______ No (If no, no further questions are not to be asked)

______ Reading Program
______ Math Program
______ Speech Services
______ Clothing
______ Medical Services
______ Cultural enrichment
______ Tutoring
______ Counseling
______ Other (list)

3. How did you get information about Title I? (Check all which apply)

______ Neighborhood Schools
______ Community Organizations
______ Word-of-mouth
______ Newspaper
______ Radio
______ TV
______ Other (Specify)

4. Have you been invited to participate in Title I activities by the D.C. Schools?

______ Yes
______ NO (If no, no further questions are not to be asked)

5. Did you participate in

______ Tilte I Parent Advisory Council Meetings
______ Workshops or training sessions
______ Volunteering in the classroom or school
______ Other (Specify)

6. Do you feel the community has improved because of the Title I program?

______ YES ______ NO ______ NOT SURE

7. Do you feel there is a closer relationship between schools and the community because of the Title I Program?

R. Student Supplemental Instruction Form

Please fill in the names of any students to whom you gave supplemental instruction from the following classes:

Class: (to be filled in by evaluation team)

Students:	Number Minutes per Session	Number Sessions per Week	Number of Months Instruction
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Class: (to be filled in by evaluation team)

Students	Number Minutes per Session	Number Sessions per Week	Number of Months Instruction
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Class: (to be filled in by evaluation team)

Students:	Number Minutes per Session	Number Sessions per Week	Number of Months Instruction
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			